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KEEPING IN TOUCH!

A Newsletter for Parents and Service Providers
of Colorado Children Who Are Blind/Visually Impaired

August—September 2013

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YOU Are (NOT) Delaying the Departure of the Train

By Tanni Anthony

For all who travel through the Denver International Airport, you have undoubtedly taken the train between the terminal and concourses A, B, and C. If all goes well when people get on the train, a “nice” voice announces, “The doors of the train are closing.” The doors then seal shut and the train travels to its next stop of everyone’s journey.

However, if someone interrupts the closing of a door because he or she boards late, a stern voice scolds, “Please keep clear from the doors. YOU are DELAYING the departure of the train.” With this admonishment, usually comes a few grunts and hostile stares from all those who managed to make it into the train in a timely manner. It is a good feeling when everyone starts out together and the train leaves with everyone on board, heading in the same direction, and without delay. It is an even better feeling when you are not the person who caused the doors to fly back open and stall the train for everyone on board.

As we begin our new school year, the DIA train (and its voices!) can be a good metaphor for starting out right. Everyone on board together, on time, and heading out in the same direction to the next stop. Effective education of a child requires a cohesive team - the student, parents, administrators, general educators, special educators, related service providers, braillists, and paraeducators. Each and every team member needs to be on board with the grade level expectations and content standards, high quality instruction, appropriate accommodations, and the specially designed instruction and related services outlined in the Individualized Education Program.

The more we work together, the better the result. Teamwork with everyone sharing in a common destination is key to a smooth and time-efficient ride for all involved.

So here’s to a new year of doing what is right for our shared students

All Aboard!

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Training and Support Activities Specific to Children and Youth who are Blind/Visually Impaired, Their Families and Service Providers

School Year 2013-14

Compiled By Tanni Anthony

State Consultant on Blindness/Visual Impairment, Colorado Department of Education

Legend for Acronyms:

CDE ESSU = Colorado Department of Education Exceptional Student Services Unit

CIMC = Colorado Instructional Materials Center

COMS = Certified Orientation and Mobility Specialist

TCAP = Transitional Colorado Assessment Program

CSDB = Colorado School for the Deaf and the Blind

TVI = Teacher certified in visual impairment

We have many good things happening over the course of the upcoming school year! The following activities are not exclusive to all that may be happening across the state, but it is a good start! If there is an activity that was missed on this list, please be in touch with Tanni to post it in future newsletter editions.

Adult Role Model Team: The CSDB Adult Blind and Visually Impaired Role Model Team's purpose is to provide students who are blind or visually impaired, their parents and teachers the opportunity to meet successful adult role models who are blind and visually impaired. To openly and frankly discuss, from personal experience, topics related to low vision, vision loss and blindness. Team members share their experiences, triumphant and otherwise, on topics ranging from low vision aids and high-tech devices to overcoming denial and when and how to seek support. Discussion topics have included careers, social interaction, drivers' licenses, organizations, resources, orientation/mobility, daily living skills and other topics that are of interest to students and their families. Contact Laura Douglas at (719) 578-2110 or ldouglas@cldb.org for more information.

CDE Braille Competency Certification: Funds have been reserved for four braille proctors (Lucia Hasty, Brenda Shepard, Sarah Sonnier, and Julie Wetzstein) to provide opportunities to TVIs/ braillists to take the Colorado Braille Mastery Test and/or the 15+ clock-hours of CDE established renewal modules. Care must be taken to spread out the completion of the modules over the five-year-renewal period so that competency can truly be demonstrated across a period of five years. For information about braille competency testing and renewal requirements, please go to http://www.cde.state.co.us/cdesped/SD-Vision_GuideDocs.asp. For more information, contact Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681.

Braille-Format Colorado Student Assessment Program (TCAP) Test Review: TVIs have had the opportunity to meet with the CDE Unit of Student Assessment and the TCAP publisher to review the large print and braille TCAP tests each year since June 2004. Thanks to the feedback of many of you, we had helpful data to draft "theme recommendations" for improvement for TCAP tests. Funds have been reserved to review the 2013-14 braille tests BEFORE they are sent to Colorado. Sarah Sonnier, Nancy Cozart, and Tanni Anthony will return to Boston's National Braille Press in early December for a seventh and final year of onsite TCAP test review. They will meet with the tactile graphics experts and the test publisher over a two-day period. There will also be continued work specific to the new online assessments. For more information, contact Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681.

Braille Transcriber Mentor Project: This project is for experienced Library of Congress certified braillists to mentor new braille transcribers who are working on their LOC certification. Arrangements will be made to pay the mentor for his or her time. For more information, contact Jim Olson with the Colorado Instructional Materials Center at jolson@csdb.org or (719)578-2195.

CDE State Conference on Blindness/Visual Impairment: The key professional development activity for TVIs this school year will be on state initiatives tied to foundational literacy. The primary speaker will be Dr. Frances Marie D’Andrea. The dates of the training, which is in Denver, are October 3-5, 2013. For information, please contact Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681.

Colorado Center for the Blind Summer Activities: Throughout the school year and over the summer, the CCB offers learning and recreation programs to students who are blind/visually impaired. For more information please contact Brent Batron at bbatron@cocenter.org or (303) 778-1130 x222.

Colorado Instructional Materials Center (CIMC): Housed on the campus of CSDB, the role of the CIMC is to provide braille textbooks and serve as a repository for American Printing House (APH) educational materials for all Colorado school-age students through twelfth grade who are blind/visually impaired. The CIMC also houses a lending library of professional materials for access by TVIs. For CIMC questions or assistance, contact Jim Olson at jolson@csdb.org or (719) 579-2196. CIMC webpage: www.csdb.org; click on “Programs and Services,” “Outreach”, then “CIMC.”

CIMC Brailist Scholarships: The CIMC has a \$400 scholarship fund to help certified Library of Congress braillists from Colorado attend National Braille Association (NBA) Professional Development Conferences. Scholarship recipients are asked to share the conference information with other Colorado braillists. The Fall 2013 conference will be held in Colorado Springs, Colorado, October 24-26 at the Antlers Hilton. Conference information is posted at www.nationalbraille.org. For more information, contact Jim Olson at jolson@csdb.org or (719) 578-2195.

Colorado Sports Education Camp: The five-day program will be held on campus at CSDB June 8-13, 2014. Activities include wrestling, judo, tandem cycling, track and field, goal ball, and more. For more information, contact Donna Keale at dkeale@csdb.org or (719) 330-7387.

CSDB Internship Placements: CSDB offers an educational setting with a diverse student population for university students completing their graduate training in vision to obtain internship or student teaching credits. Contact: Carol Hilty, CSDB Superintendent, at chilty@csdb.org or (719) 578-2102.

CSDB Lending Library: The library provides materials and information in a variety of formats for students who are deaf/hard of hearing and/or blind/visually impaired, as well as their parents and service providers. The libraries are open Monday—Friday during the school year from 8:30 a.m. to 3:30 p.m. Please call before coming in person to either library. For more information, please refer to the CSDB website at www.csdb.org

CSDB Summer Enrichment Program: 2014 summer programs will once again be offered for middle school students who are blind/visually impaired across the state. The programs focus on Braille/O&M/ independent living, social relationships, and recreational activities. For more information, contact Donna Keale at dkeale@csdb.org or (719) 578-2251.

CSDB Touch Museum: Some animal specimens are available for loan within the State of Colorado. The contract person is Laura Douglas (ldouglas@csdb.org) or (719) 578-2110.

Colorado O&M Workshop: This training is co-sponsored by CDE and CAER. A planning committee works together to determine the theme, presenters, dates, and location. Be watching future newsletter editions for

more details on the annual workshop. This training is reserved for Colorado Certified Orientation and Mobility Specialists. The contact person is Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us

Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project (also called the Colorado Deafblind Project): The project is just now completing its fifth year of a five-year grant cycle. We have just submitted a proposal for another five years of funding. There are currently 134 children and youth, age birth through 21 years, who have combined vision and hearing loss (deafblindness) in Colorado. Free technical assistance is provided to families and service providers of children and youth with combined vision and hearing loss (deafblindness). The project hosts an annual Summer Institute, which focuses key assessment of and intervention/instructional strategies for children and youth who are deafblind and/or who have significant support needs. The project website has over 100 fact sheets (in English and Spanish) on information specific to deafblindness. The library is open to parents and professionals and is stocked with great resources, including about 120 items specific to visual impairment. The library's inventory is listed on the website, where there also is a downloadable book-loan order form. For more information about the CO DB Project's free services, contact Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681, Gina Quintana at Quintana_g@cde.state.co.us or (303) 866-6605 and/or go the project's continually updated webpage: <http://www.cde.state.co.us/cdesped/SD-DB.asp>

CO TVI COMS listserv: This listserv is exclusively for Colorado TVIs and COMSs working in Colorado administrative units. It is a venue for professionals to share information and to ask questions. Persons wishing to be added to the listserv should contact Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us

Family Learning Retreat 2014: The weekend retreat is for families who have a child who is deaf/ hard of hearing, blind/visually impaired, or deafblind. The retreat is a great opportunity for families to meet other families and share their stories, have fun, make friends, and learn together. More information about the Family Learning Retreat will be posted in future *Keeping in Touch* newsletters and on the CSDB website (www.csdb.org).

Family Literacy Packs: Each pack contains several books (braille and print) along with a Video or DVD of each story and several Activity Kits placed in a colorful child's back pack. Students keep the items they make and return the extra materials with the backpack. Activities may include a game, a song, or an activity and can be enjoyed by the whole family. The packs are available for TVIs to check out by contacting Laurie Taylor (ltaylor@csdb.org) or (719) 578-2198.

iPad Training: A training on the iPad and its applications specific to students who are blind/visually impaired will be held in January 2014 with speaker Tara Mason. As information is finalized, it will be posted in future newsletters. The contact is Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us

Keeping in Touch (KIT) Newsletter: This newsletter started about 19-plus years ago when folks across the state talked about a lack of communication continuity. It has mostly been a labor of love internal to CDE, but there are some great folks who actively contribute to each edition or from time-to-time. Please consider being one of them – there is always room to brag on the accomplishments of a colleague, post an announcement, or to share an article. The newsletter is sent out to CO parents of children and youth who are blind/visually impaired, TVIs, COMS, braillists, and VI paraeducators. It is also posted on the CDE Blindness/Low Vision website for others to download.

The following editions are planned for this school year: August/September 2013, October 2013, November/December 2013, January/February 2014, March/April 2014, and May 2014. For more information, please contact Tanni at Anthony_t@cde.state.co.us or (303) 866-6681.

Low Vision Evaluation Clinics: The Low Vision Evaluation Team is once again funded for five regional clinics. The clinic team consists of an optometrist specializing in low vision services (Dr. Tom Theune), certified low vision therapists (Jim Olson and Wendy Stoltman), and a Clinic Coordinator (Debbie Haberkorn). The dates of the 2013-14 clinics are posted in the newsletter, as are the local site coordinators for each clinic (who have the clinic paperwork). The contact is Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681.

National Braille Challenge: The Colorado regional contest will again be held at CSDB in January 2014. Students may also compete individually in their home school with their TVI administering the tests. Students compete in various categories such as spelling, reading comprehension, speed and accuracy, proofreading, and charts and graphs. Please hold January 30, 2014 for this event. For more information, contact Diane Covington (dcovington@csdb.org) or (719) 578-2225. Please visit www.brailleinstitute.org for additional information about the National Braille Challenge.

Psychological Assessments and Consultation: Assessments (cognitive and social emotional) are provided to school districts to assist personnel in developing appropriate educational services and supports for students with vision losses. There is a fee for this service. Contact Laura Douglas at ldouglas@csdb.org or (719) 578-2110.

Sensory Safari: This event is in collaboration with the Cheyenne Mountain Zoo in Colorado Springs. It is a special day for students with visual impairments – there is time to touch, hear, and smell the exhibits! The tentative date is August 5, 2014. The contact person is Donna Keale at dkeale@csdb.org or (719) 330-7387.

Snow Shoe Weekend: This event has been successful over the years thanks to the partnership between CAER and CSDB. The goal is a weekend of fun in the Colorado snow complete with snowshoes and lots of fun. Registration information will be sent to TVIs throughout the state from CSDB in the fall, 2013. for a date-yet-to-be determined. Contact Diane Covington (dcovington@csdb.org).

Student Activities Mini-Grant Funds: To achieve the goal of supporting students with vision loss coming together for social and recreational opportunities, the CSDB Outreach program offers some funding for school districts and BOCES staff who want to offer EEC activities for their students in these areas. Contact Dr. Laura Douglas (ldouglas@csdb.org). A mini-grant request form is also provided on the CSDB website.

TVI Mentor Project: This will be the 11th year of the project! The goal is to provide mentoring assistance to students enrolled in the UNC Visual Impairment Program, as well as new TVIs and/or COMSs in Colorado administrative units. Each participant will be paired with a mentor teacher currently working in Colorado. Mentors will receive a \$500 annual stipend for their time and commitment to mentoring over a full school year. In addition CDE will fund up to ten mentor sessions for TVIs who need tune-ups with the literary braille code (specific to braille competency testing). If you would like to be a mentor or would like to have a mentor, please contact Tanni Anthony at anthony_t@cde.state.co.us or (303) 866-6681

Vision Coalition: This Coalition is a statewide advisory committee on the educational activities for students who are blind/visually impaired, support activities for their parents, and professional development activities specific to their service providers. Members include: Tanni Anthony (CDE ESSU), Paula Conroy (UNC), Nancy Cozart (Metro region), LaVerne Dell (Vocational Rehabilitation), Sarah Bickford Vallese (Anchor Center for Blind Children), Jennifer Langley (CSDB), Barb Galgano (CAER), Judy Mumford (Southern region), Jim Olson (CIMC/CSDB Outreach), Everett Romero (Parents of Blind Children), Angela Sims (Western region), and Elaine Karns (Northern region). The Vision Coalition meets three times during the school year. For information contact Tanni Anthony at anthony_t@cde.state.co.us or (303) 866-6681.

Colorado TVIs in West Africa

By Nancy Knight



Editor's Note: *TVIs Cheryl Leidich and Nancy Knight traveled with Operation Classroom in June to Sierra Leone, West Africa, visiting schools for the blind and meeting professionals in the area of blindness. This article was submitted by Nancy Knight. We thank both Nancy and Cheryl for their contributions to these children.*

This was our third trip to Sierra Leone; Salone, as our group leaders affectionately call it. This little country, about the size of S. Carolina, is still recovering from a war during the 1990s that set the country and their people back about 50 years. In spite of the devastation, the 6 schools for the blind are enrolling students and trying to provide some kind of programming.

Kids in Salone, as in many African countries, experience loss of vision due to vitamin A deficiency, River Blindness, or measles. Families overburdened with demands of life in remote villages send their VI kids to live at a school for the blind to learn Braille and receive an education. The children stay at their schools from late September to the end of June. The schools are to receive funding from the government to cover food and teacher salaries. Funding has been sporadic however, and the schools have gone for months now without any support. Electricity is just a dream for most of the schools, light is provided by oil lamps or not at all. The two schools for the blind in the capital city of Freetown do have generators which give them the ability to have power and computer access more regularly.

Water is provided by a well at each of the schools. The girls have the primary responsibility of carrying large buckets of water, on their heads of course, to the cooking huts each day where one meal of rice, beans and some type of sauce is prepared.

What would you provide or try to accomplish at a school in a third-world country where no materials exist and living quarters are grimy and cramped?

Koinadugu District, northern Sierra Leone: we've put an emphasis on building relationships and have learned to involve the teachers/administrators in the process of deciding the needs for their school. We've worked with the Kabala School for the Blind assisting with medical and nutritional needs as well as providing equipment for the students and teachers. Cheryl, in 2012, arranged for 5 children to have cataract surgery and traveled with the kids to the eye hospital to help take care of them post-surgery. Those kids were so happy to see her this year; they'll be forever changed because of her careful attention to them last summer.

Basic teaching materials and Braille books have been delivered and received with enthusiasm at the Kabala school and we are happy to report that 17 braille writers are in their inventory, many purchased or donated by TVIs in Colorado along with numerous folding canes! A beautiful dormitory has been completed for the students, a wonderful change from 3 years ago where children were sharing filthy mattresses with no mosquito nets.

In addition to working in Kabala this summer, we traveled to all of the schools; meeting with administrators, teachers and students at each one. Our informal assessment of the services in the country is being compiled and distributed to Sierra Leone's various commissioners and services providers who assist in planning and funding for needs of the blind in Sierra Leone. We are hoping that this input will help build interest and concern for several very desperate schools that exist in remote areas of the country.

We're always so enriched by the enthusiasm of the blind children of Sierra Leone and the hope they say we've brought them with each visit to Kabala. Their love has enriched our lives, **we** are forever changed.



Students with new braille writers



Cheryl helping two of the girls with the new braille writers

Cal State LA Produces and Shares APH Book Port Plus Videos!

Dr. Cheryl Hannan is pleased to share the latest video training series on American Printing House for the Blind Book Port Plus. There are 10 video clips demonstrating how to use the Book Port Plus. They are intended to be used with the product in hand, so that you can watch the video and learn to use the device. There are two versions of each video - one with descriptive video services and closed captioning and one without.

Here is the link: http://www.calstatela.edu/programs/visualimpairment/kamei_digital_book_player.php



Here is link specific to training video magnifiers: http://www.calstatela.edu/programs/visualimpairment/kamei_video_magnifier.php

Future installations of the video training modules will include a video on pairing a Bluetooth™ braille display with an iPad and using an iPad with a braille display. Please check back regularly on the website below to see all training modules.

http://www.calstatela.edu/programs/visualimpairment/kamei_learning_modules.php

*Note: These materials were created by Keith Christian, Mike Carillo, Seanarae Smith, and CSULA as a part of an OSEP funded grant.

Information for Independence: A Wealth of Resources Are Just a Click Away



Together, AbleData and NARIC provide the public with information on more than 100,000 products and resources, and they are available online for free and in print at no or low cost. People can turn to AbleData and NARIC for the latest in assistive and rehabilitation technology, new research in rehabilitation treatments and interventions, and referral to quality support organizations and services in their local area. To learn more, go to their websites.



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Braille Plus 18 Videos—Chase Just Keeps 'Em Coming!

The American Printing House for the Blind (APH) added links to MORE new videos about aspects of APH's Braille Plus 18 notetaker. These have been created by prolific student Chase Crispin and his teacher LeAnna MacDonald. Visit their products video page at <http://www.aph.org/products/videos.html> to view these videos,

which cover setting the date and time for the Braille Plus 18; connecting to Wi-Fi; and powering the unit on and off (a revised version of a previous video). Thanks again to Chase and LeAnna for taking time out of their very busy schedules to create these videos!

DAISY Online

Shortly after releasing the Book Port DT last fall, the American Printing House for the Blind (APH) became the first organization in the United States to host a DAISY Online server. DAISY Online is a specification for letting the user download content directly to a capable digital talking book machine without having to use a computer. DAISY Online is a combination of a server, content provider, and a client. In this case, the new server, hosted at APH, is the server; APH magazines and Bookshare are the content providers; and the Book Port DT is the capable client.

In August, APH announced support for a third content provider. That provider is the Open Library project at www.openlibrary.org. Open Library contains millions of works and has arranged with the National Library Service to provide copyrighted content to NLS patrons who have authorized their player with the BARD service. In addition, APH is in the process of digitizing the collection from the Migel Library and posting it to Open Library.

For more information about the DAISY Online server, content providers, and the client built into the Book Port DT, see http://tech.aph.org/bpdt_online.htm.



Assistive Technology in Action

Introducing two new videos from the Family Center on Technology and Disability (FCTD)



1. AT in ACTION Video Series

Meet Jared! The newest *AT in Action* video, brought to you by FCTD and PACER, introduces Jared, a young man with cerebral palsy who controls his computer using a sip and puff switch. That computer access allows Jared to run a business creating dynamic graphics and websites. We invite you to view and share this video with your colleagues and the families you serve.

http://www.youtube.com/user/FCTDvideo/videos?view_as=public

2. FCTD Assistive Technology Videos in Spanish

Video Description PSA! This public service announcement on "Video Description" is brought to you by the Family Center on Technology and Disability and Dicapta. Video description describes the images in a program/video for viewers with blindness or low vision.

http://www.youtube.com/user/FCTDvideo/videos?view_as=public

AFB American Foundation TM for the Blind

Expanding possibilities for people with vision loss

iPad Webinar Series

The AFB eLearning Center is pleased to offer the first of an ongoing series of webinars that focus on the use of iPads in the classroom for students with

visual and other disabilities. "The iPad is changing the ways teachers teach, and we have heard from the field that there is a great need for learning opportunities involving the use of the iPad as a teaching tool," notes George Abbott, director of the AFB eLearning Center. The webinar series is presented by Dr. Betsy Flener, a teacher and regional consultant for the Kentucky School for the Blind who has published and presented nationally on various topics concerning technology in the classroom.

The first webinar in the series, **Creating Tactile Overlays for the iPad and Tablet Devices** is now available in the AFB bookstore. In this presentation Dr. Flener provides a rationale for making tactile overlays for tablets and describes the elements of an inexpensive "toolkit" for making tactile overlays. The apps to be used with overlays, and various iPad accessories are also described.

The second webinar, available in August, will be **The iPad and Communication for Students with Visual and Multiple Disabilities**. It will provide information to those working to develop systems of communication for students with cortical visual impairment, cerebral palsy, autism, and deafblindness. Assessments and iPad accessory use for students with low vision are also described.

A third webinar is being planned for Fall 2013.

For more information about these and other eLearning webinars, go to <http://elearn.afb.org/default.aspx>. You can unsubscribe at any time. To remove your name from this mailing list, or to find out what other newsletters are available from AFB, visit <http://www.afb.org/myAFBNewsletter2.asp>.

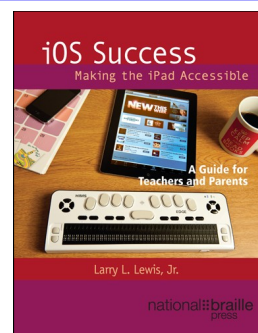
New From NBP: Book on iPad® Accessibility

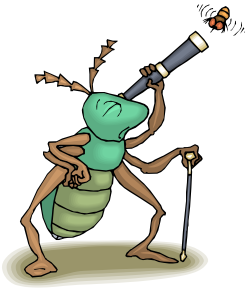
School districts across the country are purchasing and providing Apple iPads® to students across grade levels and integrating their use into classroom curriculum. How can we ensure that students who are blind have equal access to all the iPad features and can use them successfully? *iOS Success: Making the iPad Accessible, A Guide for Parents and Teachers* is a helpful new resource from National Braille Press.

iOS Success, by Larry Lewis, a blind user and iPad instructor, gives step-by-step instructions for every pertinent accessibility feature the iPad has to offer. The book assumes the reader has never used an iPad and provides thorough explanation for people new to the Apple operating system (the "iOS" referred to in the title).

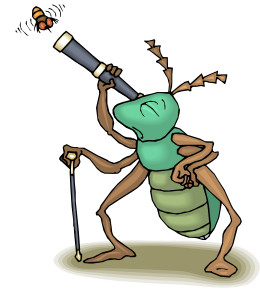
Tips include getting acquainted with VoiceOver and Zoom, setting accessibility options, pairing external devices such as keyboard and refreshable braille displays, setting up Apple accounts to buy apps, use iBooks, the Cloud and Dropbox, and much, much more. The last chapter includes tips from students who are blind and who use their iPads daily and one very committed parent who is mastering iOS technology alongside his sons who are blind.

The large print edition is \$28; it's also available in braille, eBraille, DAISY, ASCII, mp3, or Word for \$20. Order online from National Braille Press at www.nbp.org, or call toll-free 800-548-7323.





LOW VISION EVALUATION CLINIC NEWS



2013 / 2014 CDE LOW VISION EVALUATION CLINIC DATES

| REGION | DATES | PAPERWORK DEADLINE | SITE COORDINATOR |
|---------------------------|--------------------------------|-------------------------------|-------------------------------|
| Western Region | September 20-21, 2013 | Wednesday, September 4, 2013 | Sarah Sonnier and Angela Sims |
| Southern Region (CSDB) | September 27, 2013 | Wednesday, September 11, 2013 | Donice Fennimore |
| Northern Region | November 8-9, 2013 | Wednesday, October 23, 2013 | Elaine Karns and Carol Love |
| Metro Region | February 27, 28, March 1, 2014 | Wednesday, February 12, 2014 | Amber Rundle Kahn |
| Southern Region (Alamosa) | November 22, 2013 | Wednesday, November 6, 2013 | Kathy Gallina |
| Southern Region (CSDB) | April 11, 2014 | Wednesday, March 26, 2014 | Donice Fennimore |



Low Vision Clinics Coming Your Way - Be Prepared

The five regional low vision evaluation clinics are once again funded for a new school year. For many TVIs, this has become a standard annual event in their region. For new TVIs, this will be the first time to partake in great opportunity to address the low vision device needs of our Colorado students. Whether you are a newbie or a veteran, please take time to do your part to help the involved students and families be prepared for the clinic and to have the best follow-up experience possible with any prescribed devices.

Your onsite coordinator will be sending out the required paperwork. Please take time to complete the forms so that the clinic team has advance information on each student. Dr. Theune needs an eye report that has been completed within three years of this appointment. The student's eye care is the responsibility of the family's eye care specialist. Come prepared with examples of your student's work products. It is an expectation that a TVI attends the clinic with his or her student. Be on time. If you need to cancel, do so as soon as possible. Ask questions and seek assistance on how to follow-up with any prescribed devices. It takes a team to make our clinics a great success - so please do your part to ensure a great experience for your student.



Marshall Syndrome

Information retrieved from: <http://www.healthline.com/galecontent/marshall-syndrome-1>
http://www.rightdiagnosis.com/m/marshall_syndrome/intro.htm

What is Marshall Syndrome? Marshall syndrome is a genetic disorder of the key connective tissue collagen. It was originally described by Dr. D. Marshall in 1958 and has been studied periodically since that time. There is debate between researchers and physicians that Marshall syndrome is a form of the more common genetic disorder Stickler syndrome because affected individuals of both syndromes have similar symptoms and facial features. Subsequent genetic research has been conducted, and while Marshall and Stickler syndromes have mutations that result in overlap, there are clear genetic differences between the two syndromes.

Obvious differences are that most individuals with Marshall syndrome have some degree of hearing loss, while persons with Stickler syndrome rarely have hearing loss; most of those with Stickler syndrome have cataracts, while it is less common in individuals with Marshall syndrome; and people with Marshall syndrome are much more likely to be short in stature compared to those with Stickler syndrome.

The three most common areas affected by Marshall syndrome are the mouth and facial structures, eyes, and joints. The facial formation gives affected individuals a childlike appearance. Marshall syndrome can also cause sensorineural hearing loss. Marked facial features include a smaller than normal or missing nasal bone, flat nasal bridge, large widely spaced eyes, prominent and/or protruding upper front teeth, thick lips, and flat midface. Other physical features may be evident, such as short, stocky stature and outward bowing of forearm bones. Abnormalities of sweating and thin hair may also be present.

What Causes Marshall Syndrome? Marshall syndrome is one of a group of disorders having a combination of skeletal and ocular (eye) manifestations often called hereditary vitreoretinopathies. The syndrome is caused by an abnormality in collagen. Specifically, mutations occur in the COL11A1 gene. The gene name for Marshall syndrome is Collagen, Type XI, alpha 1. Human traits are the product of the interaction of two genes from that condition, one received from the mother and one from the father. In autosomal dominant disorders like Marshall syndrome, a single copy of the abnormal gene (received from either parent) dominates the normal gene and results in the appearance of the disease. In some cases, the disorder can be the result of a new mutation in the affected individual. The risk of transmitting the disorder from affected parent to offspring is 50% for each pregnancy regardless of the sex of the child.

What is the Prevalence of Marshall Syndrome? Marshall syndrome is a very rare disorder with an autosomal dominant pattern that affects males and females equally. Due to the rarity of the syndrome, very little demographic data are available. Fewer than 100 cases have been reported.



worldwide in medical literature. Some cases may have gone undiagnosed because genetic testing is so expensive.

How is Marshall Syndrome Diagnosed? The diagnosis of Marshall syndrome is often made by an ophthalmologist and/or a pediatrician because of the early onset of serious eye and ear conditions, in addition to the marked physical features. Most affected individuals are highly nearsighted. Other eye problems may occur such as cataracts, glaucoma, crossed eyes (strabismus), a condition called hypertropia in which the line of vision is higher in one eye than the other, and progressive retinal detachment. Some children are born with cataracts while others develop cataracts in adolescence.

Various ranges in hearing loss can be detected as early as the first year in life and are also common. The loss in hearing may also be a result of individuals with the syndrome experiencing repeated middle ear infections (otitis media).

A series of X-rays will reveal numerous bone malformations, especially in the face and skull. Some of these are palate abnormalities, protruding front teeth, a thicker than normal upper portion of the skull (calvaria), and calcium deposits in the skull (cranium). Early onset osteoarthritis of the knees and spine begins in midlife.

What is the Treatment for Marshall Syndrome? No treatment is available for the Marshall syndrome; however, cataracts may require surgery, and retinal detachments can be repaired successfully if diagnosed early. Plastic surgery can improve the function and appearance of the nose, and the use of amplification devices, such as hearing aids, may be prescribed after audiological testing. Genetic counseling is recommended for individuals with the syndrome and their families.

What are the Educational Implications of Marshall Syndrome? A child with Marshall syndrome may be eligible as a *child with a disability* based on sensory, physical, and/or learning needs that require specially designed instruction by special education personnel. If the child has a qualifying visual impairment, including blindness, a certified teacher of students with visual impairments will be a member of the educational team. If the child has a qualifying hearing impairment, including deafness, a certified teacher trained in deaf education will be a member of the educational team. If the child has a combined vision or hearing loss, he or she should be referred to the State Deaf-Blind Project.

For more information about Marshall Syndrome:

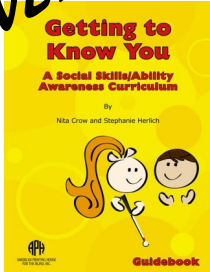
<http://www.rarediseases.org/rare-disease-information/rare-diseases/byID/879/viewAbstract>

<http://disorders.eyes.arizona.edu/handouts/marshall-syndrome>

Resources and Materials

NEW!

Getting to Know You: A Social Skills and Ability Awareness Curriculum

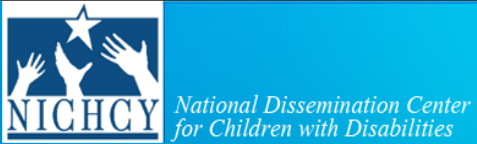


This curriculum for grades K-12 helps students who are blind and visually impaired or sighted interact and get to know each other. Social skills instruction provides students with tools to interact and play effectively, develop and maintain friendships, interpret non-verbal cues, and successfully seek and maintain employment and independent living opportunities as adults. For students who are blind or visually impaired, the acquisition of social skills is a process that requires ongoing instruction and feedback from teachers, specialists, family members, and peers.

The Getting to Know You Kit is designed for VI teachers, orientation & mobility specialists, other related service personnel, general education teachers, and families. Authors Nita Crow and Stephanie Herlich have created a curriculum that engages students who are blind and visually impaired with their sighted age-mates in activities that promote social competence and awareness of the ways in which students who are blind or visually impaired learn social skills.



For more information and to order, go to: <http://shop.aph.org>



NEWS FROM NICHCY



New Fact Sheet: Multiple Disabilities! Multiple Disabilities is one of the categories of disabilities identified as eligible for special education services in the Individuals with Disabilities Education Act (IDEA).

Find information about the disabilities that may be involved, where to find help, tips for families, tips for teachers, and more in our brand new fact sheet: <http://nichcy.org/disability/specific/multiple>. Please feel free to share it with others!

Find this and other helpful fact sheets (many of which are also available in Spanish) on our website at: <http://nichcy.org/disability/specific>.

Our website just got *even more* accessible! The National Dissemination Center for Children with Disabilities (NICHCY) takes pride in offering a website that is easy to navigate, compliant with Section 508 of the Rehabilitation Act, and written in plain language. But what about web users who still struggle with text? According to a 2013 study, 21% of Americans read below a fifth grade level.

We've added a new feature to our website to allow users to listen to our content and follow along with highlighted text. This not only helps low literacy users and those with dyslexia, but can be useful for any user who is accessing our website on a Smartphone, where the text can be too small to read easily.

✓ Simply click the Listen button to activate the *ReadSpeaker* player, which will start reading the content of the page. The text is also highlighted while it is being read, reinforcing a better understanding of the text.

In addition, we offer a wide variety of resources in Spanish, so we equipped our español pages with a Spanish voice and an Escuchar button. Spanish-speaking web users can enjoy this feature, and those wanting to *learn* Spanish can work on their pronunciation! Go to: <http://nichcy.org/disability>

Resources and Materials

View the New Exceptional Children's Education Act Disability Categories

House Bill 11-1277 amended the ECEA to align Colorado's eligibility categories with corresponding federal terms and requirements and/or terminology used in the field. The legislation was passed in May 2011. The State Board of Education adopted the definition changes into ECEA rules on September 12, 2012. The new disability category and eligibility language went into effect on October 30, 2012. The disability category and eligibility language specific to "Child with Developmental Delay" involved separate legislation and went into effect on March 2, 2013. At this time, each Colorado administrative unit can begin the process of adopting the revised definitions. The new eligibility categories, definitions and criteria must be adopted in full by July 1, 2016.

A series of training documents have been designed to support Colorado administrative units in their work to adopt the new eligibility categories, definitions, and criteria. These documents, which include specific information to the disability categories of visual impairment, including blindness and deaf-blindness have been posted to the following webpage:

http://www.cde.state.co.us/cdesped/Training_ECEAEligibility.asp

ECEA Rules

The recently updated Exceptional Children's' Education Act (ECEA) Rules became effective March 2, 2013. The rules now include the Developmental Delay disability category, in addition to the updated disability categories, including visual impairment, including blindness and deaf-blindness, and changes from 'eligible facility' to 'approved facility school'.

These Rules and Regulations can be found at: <http://www.cde.state.co.us/spedlaw/Rules.htm>

Braille Education with Cosmo eBrailier and BERT

BERT is short for Braille Education Remote Tool. When used with the Cosmo ebrailier, BERT allows for remote braille instruction in over 130 languages! Math codes, braille tables, various braille translation grades are already programmed into the application. Cosmo is an electronic braille typewriter that can be used as a quiet classroom braille embosser or as a braille input device for a computer when used with the Duxbury Braille Translator application.

Intrigued? Visit the website for more information:
www.ebrailier.com.



Resources and Materials



CLOCKS

The National Federation of the Blind has add two more clocks to its product line. The **Temperature Talking Clock** is a small inexpensive desk clock that announces the time, in either twelve or twenty-four hour format, followed by the temperature in either Fahrenheit or Celsius. A convenient feature is that one can set the hourly announcement not just to announce every hour on the hour, but also set it to announce only between the hours of 7:00 a.m. and 9:00 p.m., leaving one's nightly rest undisturbed by announcements. Visit:

<http://secure.nfb.org/ecommerce/asp/product.asp?product=1136&cat=124&ph=>



The other new clock is the **Rosie Reminder Voice Interactive Talking Alarm Clock**, which one can also use as an accessible appointment calendar. When the trigger mode is enabled, one can verbally inquire about the time, date, and any upcoming reminder alarms, as well as set the time, manage the alarm, record and play reminders, and ask for help. To learn more about these clocks (and others), please go to:

<http://secure.nfb.org/ecommerce/asp/product.asp?product=1139&cat=126&ph=>

FASD Awareness-Level Webinar

In Spring of 2013, CDE co-sponsored a webinar specific to awareness of Fetal Alcohol Spectrum Disorder. A recorded version of this training can be found at: <http://www.cde.state.co.us/cdesped/FASD.asp>

UAbacus APP Now Available for iPad at the APP Store!

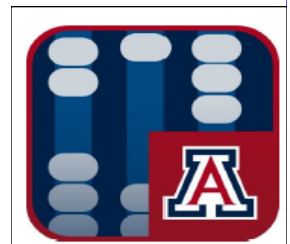
Developed by the University of Arizona's Dr. Penny Rosenblum and the Office of Instruction and Assessment, this interactive app allows users to practice computation (addition and subtraction) using the logic method developed by Rita Livingston at the Texas School for the Blind and Visually Impaired. This virtual abacus is identical to the APH Cranmer Abacus. It can be customized to show users the steps for computing the problem, name beads as they are set and cleared, have a clicking sound, and acknowledge the correct answer .

Uses for the app:

- ✓ Practice tool for pre-service teachers learning to add and subtract using the logic method
- ✓ A tool for general education teachers, paraprofessionals, parents, and others who do not know how to compute with an abacus to provide support
- ✓ A motivating tool for youth with low vision

Future versions will be accessible and allow for additional types of computation using other methods. For more information about this app, go to:

<https://itunes.apple.com/us/app/uabacus/id688547692>





TRANSITION INFORMATION ABOUT MOVING ON!

Scholarships for High School Students



If your child is a legally blind high school student entering college in September 2014, he or she may be eligible for a scholarship.

The GuildScholar Program competitively awards scholarships of up to \$15,000 to qualified students. All candidates must be U.S. citizens or legal residents, have an excellent academic record and have demonstrated school and community leadership.

The application is online at www.jgb.org/guildscholar.asp.

For more information contact Gordon Rovins at: rovinsg@guildhealth.org.

The deadline for the 2014 scholarships is September 15, 2013.

CareerConnect Connections Newsletter



The AFB CareerConnect Connections Newsletter is back in action! It is posted on the CareerConnect Blog: <http://www.afb.org/blog.aspx?BlogID=14&BlogEntryID=862>.

CareerConnect is an employment information resource developed by the American Foundation for the Blind for job seekers who are blind or visually impaired. CareerConnect presents employment information, career exploration tools, and extensive job seeking guidance for students and adults with vision loss and the professionals who work with them. For more information go to: <http://www.afb.org>

Webcast from Perkins Training & Educational Resources Program Transition for All Ages with Dorinda Rife

In this webcast, Dorinda Rife describes the importance of long-term planning and instruction to prepare students with visual impairments for the future by beginning in the early years and providing children with responsibilities. Dorinda challenges teachers and parents to look for opportunities that are in the child's everyday environments - school, home and community - and to engage them in activities that will develop early work skills.

Dorinda is currently the Superintendent of Programs and Services at Perkins School for the Blind and has extensive experience in working with students with visual impairments both as a Principal, a Teacher and as a Orientation and Mobility Specialist. She particularly enjoys interacting with students and encouraging independence among them. She is also a former CO TVI! Check out this webcast at: <http://www.perkins.org/resources/webcasts/>

just for PARENTS

Join Jewish Guild Healthcare's National Tele-Support Network

When your child is diagnosed with a serious eye condition that can cause blindness or vision impairment, you may feel lost and unsure of what your child needs.

No matter where you are, there's a community of caring parents who understand, because they're going through the same thing. The Guild's National Tele-Support Network connects parents of children with the same eye condition to share resources, experiences, strength and hope.

These free tele-support groups meet by phone every week. They are facilitated by a psychologist or social worker with live input from experts in the field on medicine, vision, education and rehabilitation.

To register call Dan Callahan at 800-915-0306 or send an email to CallahanD@guildhealth.org



Webinar Series

PEAK Parent Centers presents a series of webinars for parents and educators:

Parent Webinar on

Thursday, Sept 5, 2013, 6-7 p.m.: Transition: Life After High School: Learn what families and self-advocates can do now to prepare for life after high school. Also learn about available resources!

IEP Training Series:

♦ **Tuesday, September 17, 2013, Noon-1 p.m. . Preparing for the IEP:** Explore the basics of IDEA 2004 related to the IEP, evaluations and consent for services, eligibility, and communication.

♦ **Tuesday, September 24, 2013, Noon-1pm. Content of the IEP:** Learn who the IEP Team members should be, about SMART goals, and about accommodations and modifications.

♦ **Tuesday, Oct 1, 2013, Noon-1pm. Implementation and Follow Up of the IEP:** Gain strategies for the implementation of the IEP, progress monitoring, and dispute resolutions under IDEA. **Go to:** www.peakparent.org/workshopsTrainings.asp or call PEAK Parent Center at 719.531.9400 or 800.284.0251

Connecting Families

There are several organizations that can connect families to advocates in Colorado. PEAK Parent Center is Colorado's Parent Training and Information Center. PEAK has parent advisors on staff and can provide families with the names of advocacy organizations. For more information, visit:

- PEAK's website at www.peakparent.org.
- The Legal Center for People with Disabilities and Older People (www.thelegalcenter.org) and
- The Arc of Colorado (www.thearcofco.org) are other resources for families looking for advocates.

If your family is looking for support groups and/or trying to connect with other families, Parent to Parent of Colorado is a useful resource - www.p2p-co.org

The Parent Information and Resources page on the CDE Exceptional Student Services Unit's website has information about conferences and training opportunities. Every year CDE offers three Parents Encouraging Parents Conferences for families and educators throughout Colorado.

For more information, please visit <http://www.cde.state.co.us/cdesped/PEP.asp>

WE NEED YOUR HELP!

Parents: If you are moving out of state or your child has graduated, please be in touch so we can remove your name from our newsletter mailing list. If your child is still enrolled in a Colorado school district and you have a new mailing address, please be in touch with your address changes.

TVIs and COMSs: If you have any changes in program contact information, please help us out and send Tanni these changes.

Thanks to everyone for helping to keep our mailing list up-to-date! Send changes to anthony_t@cde.state.co.us or to Tanni Anthony, CDE ESSU, 1560 Broadway, Suite 1175, Denver, CO 80202. Or leave a voice message at (303) 866-6681.

just for PARENTS

BACK TO SCHOOL CHALLENGE

This article is reprinted from the Colorado Parents of Blind Children's September Newsletter

The beginning of the school year is like getting a fresh start, and with every fresh start there is opportunity. Your opportunity, and your challenge, parents, is to take a pro-active role in improving your child's school experience. Take some time to observe your child going to and from school, in the classroom, in the cafeteria, in the gym, on the playground, and in the neighborhood. After observing your child in these settings, pick out one area where your blind/visually impaired child is not on par with his or her sighted classmates due to visual impairment and set a goal to change that one thing.



The goal might be that the child will carry his own tray in the lunch room, find the swing set on the playground on his own, or walk to the bus independently. Busy parents often wait for the school personnel to suggest such goals, but parents...you are your child's number one advocate and you, too, have a responsibility here. Make observations, identify areas where your child is not as independent as his or her sighted peers and work with the school staff to set those goals. Do what you can at home to build the skills your child needs to become as independent as the other children.

Change comes one small step at a time. So parents, it's time to take charge and take the challenge. Set a goal and make it happen!

Family Events

MOONLIGHT NATURE HIKE



On September 26th you can take a stroll through Bear Creek State Park with a park ranger who will discuss the nocturnal animals that live in the park. There are hands-on exhibits in the visitor center. Learn about beavers, foxes, bears, birds and fish. For details and to **RSVP** contact Brent Batron by **September 20th**.
Phone: 303-778-1130 ext. 222 .

ICE CREAM SOCIAL

Celebrate the last day of summer, Saturday, September 21st, at the Colorado Parents of Blind Children Ice Cream Social. Make your own sundae or root beer float. The children will be connected with blind mentors for activities and role modeling experience. Meet and get to know other parents of kids who are blind/visually impaired.



When: Saturday, September 21

Time: 1:00-3:00 p.m.

Where: Colorado Center for the Blind
2233 W. Sheppard Ave.
Littleton, CO 80120

RSVP's are appreciated. Please reply to: copobc@gmail.com or leave a voicemail reply at: 303-778-1130, ext. 305.

DOTS OF INTEREST



UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 19, 2013

Dear Colleague,

For decades, braille has been a key tool for literacy for many blind and visually impaired individuals. The Individuals with Disabilities Education Act (IDEA or Act),¹ in section 614(d)(3)(B)(iii), specifically addresses a public agency's responsibility to make provisions for braille instruction in educating blind and visually impaired students. This requirement states that, "in the case of a child who is blind or visually impaired, [the Individualized Education Program (IEP) Team must] provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in Braille or the use of braille is not appropriate for the child." In the 1997 reauthorization of the IDEA, Congress added this requirement to ensure that blind and visually impaired students are provided the braille instruction that is necessary for them to receive a free appropriate public education (FAPE). It was retained without change when the IDEA was reauthorized in 2004.² This requirement applies equally to children who need braille instruction when they enroll in kindergarten, as well as to children who will benefit from braille instruction because they face the prospect of future vision loss later on in their educational careers.

Despite this requirement, one of the most serious concerns voiced by parents and advocates of blind and visually impaired children is that the number of students receiving instruction in braille has decreased significantly over the past several decades. As a result, these individuals believe that braille instruction is not being provided to some students for whom it may be appropriate. The purpose of this letter is to provide guidance to States and public agencies to reaffirm the importance of braille instruction as a literacy tool for blind and visually impaired students, to clarify the circumstances in which braille instruction should be provided, and to reiterate the scope of an evaluation required to guide decisions of IEP Teams in this area.³ This letter also identifies resources that are designed to help strengthen the capacity of State and local personnel to meet the needs of students who are blind or visually impaired.

Background

In the fall of 2010, nearly 30,000 of the students served under Part B of the IDEA were reported as having "visual impairment including blindness" as their *primary* disability, (approximately 0.07% of the total school population). The population of children who receive services under Part B of the IDEA due to blindness or visual impairment is extremely diverse. These children display a wide range of vision difficulties and varying adaptations to vision loss.

1 Part B of the Individuals with Disabilities Education Act, 20 U.S.C. §§1401, 1411-1419 (2004).

2 The IDEA Part B regulation in 34 CFR §300.324(a)(2)(iii) incorporates this statutory requirement verbatim.

3 Blind and visually impaired students are also protected by two other Federal laws: Section 504 of the Rehabilitation Act of 1973 (Section 504), which prohibits disability discrimination by entities, such as public schools, that receive Federal financial assistance (29 U.S.C. § 794, 34 CFR part 104); and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibits disability discrimination by public entities, including public schools, regardless of whether they receive Federal financial assistance (42 U.S.C. §§ 12131-12134, 28 CFR part 35). The Office for Civil Rights (OCR) in the U.S. Department of Education enforces Section 504 in public schools and, along with the U.S. Department of Justice, enforces Title II in public schools. Information about OCR enforcement is available on OCR's website at www.ed.gov/ocr.

DOTS OF INTEREST



With regard to the degree of vision loss, the student population includes persons who are totally blind and persons with minimal light perception, as well as persons with varying degrees of low vision. With regard to adaptations to vision loss, persons with similar degrees of vision loss may function very differently. A significant visual deficit that could pose formidable obstacles for some children may pose far less formidable obstacles for others. This is because adaptations to vision loss are shaped by individual factors, such as availability and type of family support and the level of the child's intellectual, emotional, physical, and motor functioning.

The challenge for educators of blind and visually impaired children is how to teach skills that sighted children typically acquire through vision. Blind and visually impaired students use a variety of methods to learn to read, write, and acquire other skills. For reading purposes, some students use braille exclusively; others use large print or regular print with or without low vision aids. Still others use a combination of methods, including braille, large print, low vision aids, and devices with computer generated speech, while others have sufficient functional vision to use regular print.

Despite the wide range of vision difficulties and varying adaptations to vision loss in the population of blind and visually impaired students, braille has been a very effective reading and writing medium for many of them. Research has shown that knowledge of braille provides numerous tangible and intangible benefits, including increased likelihood of obtaining productive employment and heightened self-esteem.⁵ Given these benefits, it is important that States and their public agencies ensure the appropriate implementation of the IDEA requirement regarding braille instruction.

Other IDEA Requirements

In implementing the IDEA requirement regarding braille instruction, the following additional IDEA requirements are applicable. Under IDEA, each State and its public agencies must make FAPE available to children with specified disabilities residing in the State in mandatory age ranges through a properly developed IEP. Each child's IEP must include the special education and related services and supplementary aids and services that are necessary to ensure each child's meaningful involvement and progress in the general education curriculum offered to nondisabled students. 34 CFR §§300.101, 300.201, and 300.320-300.324.

Under 34 CFR §300.304(c)(4) and (6), an evaluation must assess the child in all areas related to the suspected disability and must be sufficiently comprehensive to identify all of the child's special education and related services needs. Also, under 34 CFR §300.304(c)(1)(iv), any assessments and other evaluation materials used to assess a child must be conducted by trained and knowledgeable personnel.

Instruction in Braille and the Use of Braille

IEP Teams must ensure that children who are blind or who are visually impaired are provided with the braille instruction they need in order to receive FAPE and to ensure their meaningful access to the general education curriculum offered to nondisabled students. To this end, IEP Teams for blind and visually impaired students should consider each child's need for appropriate Braille instruction on an individual, case-by-case basis, and without undue delay. Systematic and regular instruction from knowledgeable and appropriately trained personnel is essential for a child to become proficient in braille. IEP Teams must ensure that the instructional time allotted for Braille instruction is sufficient to provide the level of instruction determined appropriate for the child. For example, if a particular student has little or no skill in Braille reading and writing, the IEP Team may conclude that frequent and intensive instruction in Braille likely would be necessary to enable the student to have meaningful access to the general curriculum.

Scope of Evaluation Related to Braille Instruction

The IDEA requires that Braille instruction must be provided to a child who is blind or visually impaired, unless the IEP Team determines, based on an evaluation of the child's current and future reading and writing needs, that

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braille instruction is not appropriate for a particular child. Generally, determinations regarding the components of evaluations for particular children are matters within the purview of State and local officials. The evaluation of vision status and the need (or future need) for braille instruction should be thorough and rigorous, include a data-based media assessment, be based on a range of learning modalities, including auditory, tactile, and visual, and include a functional visual assessment. An assessment of a child's vision status generally would include the nature and extent of the child's visual impairment, and its effect, for example, on the child's ability to learn to read, write, do mathematical calculations, and use computers and other assistive technology, as well as the child's ability to be involved in and make progress in the general curriculum offered to nondisabled students. Such an evaluation generally would be closely linked to the assessment of the child's present and future reading and writing objectives, needs, and appropriate reading and writing media. The information obtained through the evaluation generally should be used by the IEP Team in determining whether it would be appropriate to provide a blind or visually impaired child with instruction in braille or the use of braille as required by the IDEA. Factors, such as shortages of trained personnel to provide braille instruction; the availability of alternative reading media (including large print materials, recorded materials, or computers with speech output); or the amount of time needed to provide a child with sufficient and regular instruction to attain proficiency in braille, may not be used to deny braille instruction to a child. Rather, it would be appropriate to deny braille instruction to a child only when the child's IEP Team, based on the results of a thorough and rigorous evaluation, determines that instruction in Braille would be inappropriate for that child. In addition, because the evaluation also must assess a child's future needs, a child's current vision status should not necessarily determine whether it would be inappropriate for that child to receive braille instruction while in school. This is particularly true for a child with a degenerative vision condition who may have a high degree of functional vision when the evaluation is conducted. The evaluation of such a child would need to assess whether, despite the child's current vision status, the child still could benefit from Braille instruction while in school to increase the likelihood that the child will obtain productive employment and be able to participate more fully in family and community life.

Office of Special Education Programs' Investments and Supports

A. Personnel Preparation

To help ensure that children with blindness and visual impairments receive appropriate services, evidence-based interventions, and appropriate materials and media, including Braille and Braille instruction, the U.S. Department of Education's Office of Special Education Programs (OSEP) awards competitive grants to support university programs that prepare teachers of students who are blind or visually impaired. During Fiscal Year (FY) 2012, OSEP invested approximately \$18.6 million of discretionary grant funds specifically to improve services and results for children who are blind or visually impaired. These funds supported a variety of personnel preparation and technology projects to increase the numbers of certified and licensed professionals with the unique and specialized skills necessary to support the education of students with blindness and visual impairments. OSEP funds personnel preparation programs for teachers of blind or visually impaired students, Braille teachers, and orientation and mobility instructors. OSEP requires these personnel development programs to include curricula and coursework in braille and braille instruction.

B. Available Instructional Materials

OSEP also funds technology investments that promote the development, demonstration, and use of technologies that provide students with print disabilities equal access to the general education curriculum through collaboration with various industry, educational, and consumer collaborators. These funding opportunities are designed to help strengthen State and local capacity to meet the educational needs of children who are likely to experience vision loss later in childhood or early adolescence.

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Additionally, OSEP supports several initiatives to promote timely access to accessible instructional materials for blind and visually impaired students. The National Instructional Materials Access Center (NIMAC) is a national repository that makes National Instructional Materials Accessibility Standard (NIMAS)⁶ files available for the production of print instructional materials in specialized formats. The NIMAC receives files in NIMAS format from textbook publishers, State educational agencies (SEAs) and local educational agencies (LEAs), and makes these files available for download in a variety of specialized formats, such as braille, audio, or digital text, on behalf of elementary or secondary school students who are blind, are visually impaired, or have other print disabilities. Consistent with the IDEA requirements for SEAs and LEAs to make accessible instructional materials available to persons who are blind, are visually impaired, or have other print disabilities, all States must adopt NIMAS; however, SEAs and LEAs may choose, but are not required to, coordinate with the NIMAC in carrying out this responsibility.⁷

SEAs and LEAs are encouraged to access Bookshare, an online, accessible, digital library that allows students to access a large and diverse collection of titles for school or pleasure reading including textbooks, literature, leisure reading, reference materials, newspapers, and magazines. Students can read multimodally (e.g., see and hear words as they are being read and highlighted) and download reading materials to be used with other technologies such as personal computers and cell phone devices.⁸ In 2007, Bookshare received a \$32 million five-year grant from OSEP to provide free access for students with a qualified print disability.

The Office of Special Education and Rehabilitative Services (OSERS) provides a direct appropriation to the American Printing House for the Blind (APH) to produce and distribute books and other educational materials for students who are blind.⁹ SEA representatives may order braille textbooks from APH at no cost. In 2012, APH offered 955 unique products designed to assist with the education of students who are blind or visually impaired.

Conclusion

Braille is a very effective reading and writing medium for many blind and visually impaired persons, and research has shown that knowledge of braille provides numerous tangible and intangible benefits.¹⁰ Therefore, it is imperative that IEP Teams for blind and visually impaired students provide for instruction in braille and the use of braille for those students, unless, based on a thorough and rigorous evaluation, the IEP Team determines that instruction in braille or the use of braille is not appropriate for a particular student.

We hope this information is helpful in clarifying the application of the IDEA requirements regarding braille instruction for children who are blind or visually impaired. Thank you for your continued interest in improving results for children with disabilities.

Sincerely,

Melody Musgrove, Ed. D.
Director,
Office of Special Education Programs

Michael K. Yudin
Delegated the authority to perform the functions and duties
of Assistant Secretary for Special Education and Rehabilitative
Services

⁶ NIMAS describes the minimum standard that SEAs and LEAs must meet in order to comply with their responsibility under the IDEA to provide instructional materials to blind persons or other persons with print disabilities. See sections 612(a)(23)(A), 613(a)(6), and 674(e)(4) of IDEA.

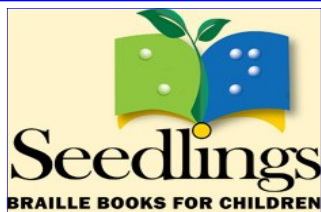
⁷ For more information regarding NIMAS and NIMAC, go to www.aim.cast.org.

⁸ For further information about Bookshare, go to www.Bookshare.org.

⁹ See 20 U.S.C. §§101-106a (2009); See also www.aph.org for further information.

¹⁰ Bell & Mino, op.cit.

DOTS OF INTEREST



Available from Seedlings

Seedlings' New 2014 Catalog

Seedlings is very excited to announce that their new catalog will be ready to mail in about a month, but you don't have to wait. The new books are already listed on their website and are ready to be ordered. Go to: <http://www.seedlings.org/> to check out the list, which includes 50 new braille books!

Free Books from *The Book Angel Program!*

Register your visually impaired child with Seedlings' Book Angel Program and receive two free Braille books! This program has been a huge success, bringing much joy to young braille readers. It is a great way to introduce braille to toddlers and preschoolers with visual impairment who may become braille readers. Sign them up for the Print-and-Braille books, and they will be able to enjoy reading with their sighted parents and siblings while learning important emergent literacy skills.

The Book Angel Program is open to children who are visually impaired and who live in the U.S. and Canada. Book Angel orders will be filled when your child's name is selected, and as time and materials allow. To register go to <http://www.seedlings.org/special.php> and click on "Book Angel Program".

World Braille Usage, 3rd Edition Available

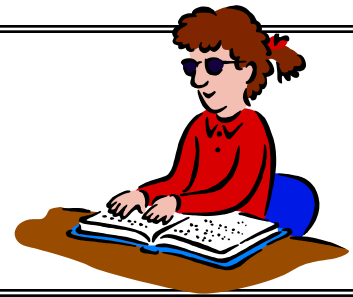
Twenty years after its last publication, the new edition of the long-awaited reference *World Braille Usage* is now available. This edition includes 133 languages that have been transcribed into 137 different braille alphabet and punctuation codes, representing 142 countries. Developed with support from Perkins, the International Council on English Braille (ICEB), and the National Library Service for the Blind and Physically Handicapped (NLS), this important resource illustrates an updated perspective on braille use around the world. The book is available as a free download from www.perkins.org/worldbrailleusage; print copies can be obtained for free from NLS.

Please note the following from the Perkins website: "This searchable online version of *World Braille Usage 3rd Edition* has been developed for an international audience including braille transcribers, educators, researchers, developers, and other audiences interested in identifying specific character sets for braille symbols in various languages. Because of the highly graphical nature of the publication, which lists alphabets in over 133 languages, the graphical symbols for the characters are not readily accessible to assistive technology users. Perkins is working to identify funding to produce an electronic braille (.brf file) for this publication that will further enhance its usability within the braille-reading community. It is hoped that this version will be available by the end of 2013."





DOTS OF INTEREST



BRaille TUTOR FIELD TESTING OPPORTUNITY

Dr. Benny Johnson and Mr. Jeff Dittel at Quantum Simulations have developed the Braille Tutor. There will be an opportunity for Colorado TVIs and students to be involved with this project in Fall 2013 as a part of a research opportunity conducted by Dr. Tessa McCarthy and Dr. L. Penny Rosenblum.

They have set up a web page:

http://www.quantumsimulations.com/braille_tutor_research_study.html

that explains the research study design, student criteria for participation, TVI responsibilities, and timeline. If you have a student who will be learning some or all alphabet contractions and/or short form words then please take a few minutes to review the information on the web page and consider participating in the study.

Please email Dr. Penny Rosenblum (rosenblum@quantumsimulations.com) and let her know if you are interested in participating in the study. She will then email you to learn more about your student and how to get permission from your district/agency/school in order for them to be the selected participants.

National Braille Press Blog

National Braille Press (NBP) has started a blog. Check out their stories about braille and leave comments about what you read at:

nationalbraillepress.wordpress.com/



BANA Documents on the Unified English Braille Code

A new document, "Overview of Changes from Current Literary Braille to UEB" is now available on the Braille Authority of North America (BANA) website in several formats. The HTML version of this document can be found at:

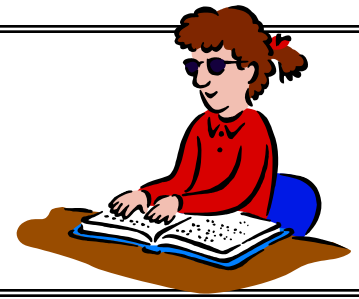
http://www.brailleauthority.org/ueb/overview_changes_ebae_ueb.html.

Additional documents about UEB, including sample materials written in the new code, will be added over the next few months. More detailed information about UEB and the motion that BANA passed can be found on the BANA website at:

www.brailleauthority.org



DOTS OF INTEREST

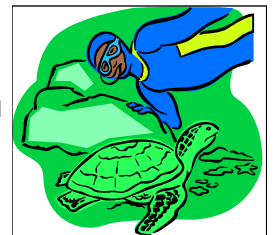


New Edition of Australian UEB Training Resource

The Unified English Braille Australian Training Manual is a series of lessons and practice exercises by which teachers, transcribers, and parents can learn UEB. A new edition of this free resource is now available and can be downloaded from www.e-bility.com/roundtable. The direct URL to the Manual is: www.e-bility.com/roundtable/downloads/aba/ueb-au-training-manual.pdf

Sea Divers Tactile Game

KeySense Games has just created their first tactile, "feel-fun" educational board game, designed specifically for students with visual impairments. Sea Divers board game has tactile features, raised edges, a non-slip backing, and includes braille on the board to guide play. Explore the wonders of the ocean, and collect tokens as you move around the board learning about different sea creatures; be wary of the creatures that may take your tokens! Sea Divers is available for \$40, and is available from KeySense at www.KeySenseGames.com. For more information, contact: info@keysensegames.com.



NLS Braille Summit Video Archives

For those who were not able to attend the Braille Summit, hosted by the National Library Service for the Blind and Physically Handicapped and held at Perkins, videos of the keynote speech and panel presentations are available on the Perkins website. To view them, visit: www.perkins.org/news-events/news/first-ever-braille-summit.html

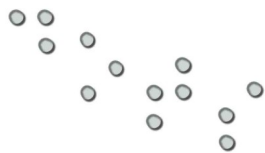
New Braille Learning Activity Kit

The National Federation of the Blind recently added the **Braille Caravan: Braille Learning Activity Kit** to their product line. This kit includes fifteen magnetic Braille cell blocks with movable pegs, a non-skid mat, a cloth tote bag for storage, and an activity guide in print and Braille. One can practice creating and recognizing braille signs, as well as simulate slate writing with the Braille Caravan. The activity guide suggests a variety of games that will make Braille learning fun for very young learners.



For more information about this product or to request a complete catalog in various formats, please e-mail us at: independencemarket@nfb.org, or call us at 410-659-9314, extension 221.

DOTS OF INTEREST



BANA Accepts Two New Member Organizations and Approves Addition to Nemeth Code

The Braille Authority of North America (BANA) held its 2013 spring meeting April 11–13 in Washington, D.C. The National Library Service for the Blind and Physically Handicapped (NLS), a BANA member organization, hosted the meeting at the Library of Congress.

Actions taken at the Board Meeting included:

- ✓ Approval of the applications for two new member organizations: the Council of Schools for the Blind (COSB) and the Hadley School for the Blind.
- ✓ Approval of a recommendation from BANA's Braille Mathematics Technical Committee that the following be added to the Nemeth Code: "Rule XIV, §86c. When the expression being modified is a single digit or a letter, lower-case or capitalized, from any alphabet, and in any type form, and when the modifier is the horizontal bar directly under such a single digit or letter, the digit or letter, followed by the directly under symbol and the bar, serves to express the modification. This construction should be regarded as a contracted form of expression and must be used whenever applicable. If the modification includes a superscript, subscript, or prime, the five-step rule of a above must be followed. The five-step rule may be used in conjunction with the contracted form without fear of confusion."

For additional resource information, visit www.brailleauthority.org

Tactile Graphics TV is On the Air!



The American Printing House for the Blind has introduced a new series of online videos devoted to tactile graphic design. Each episode in the ongoing series will address one or two aspects of the design process involved in adapting a print graphic (for example, from a textbook) into a readable tactile image.

Unlike videos that demonstrate the production of tactile graphics through various methods, TGTv focuses on the thought process and shows ways to interpret the print image in a way that is meaningful for tactile readers. The emphasis is on the way to think about tactile adaptation rather than on "dos and don'ts."

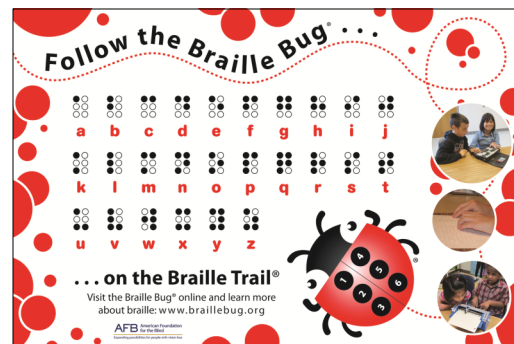
For more information, please go to: <http://www.aph.org/tgtv/>.

DOTS OF INTEREST



The Braille Bug® Comes to Your Classroom!

The popular ladybug who presides over AFB's Braille Bug website (www.braillebug.org) is now available on a poster for classroom use! This large and colorful teaching tool displays the braille alphabet along with the Braille Bug® herself, together with photos of children reading and using braille technology. The Braille Bug Alphabet Poster is sure to help your students with blindness/visual impairment—and you—intrigue the entire class and highlight the importance of braille.



The poster is 36" x 24" (ships folded) and is available for purchase from AFB Press for \$14.95. For ordering information, visit www.afb.org/store or call toll free 1-800-232-3044.



**NATIONAL
BRAILLE
ASSOCIATION**

Equal Access to Print
Through Excellence in Braille

2013 NBA Fall Professional Development Conference

October 24-26, 2013

***Calling all Braille Transcribers, TVIs, Paraprofessionals, and
Professionals in the Blindness field!***

The National Braille Association (NBA) invites you to join us for this Fall's 2013 Professional Development Conference in Colorado Springs, Colorado. Nationally known presenters will be sharing their knowledge and expertise in the field of braille transcription. From foreign language to tactile graphics, National Braille Association is proud to offer over 20 different workshops for you to choose from, including an informational workshop on the new Unified English Braille Code!

Early Bird registration is open until September 13, at the rate of \$150 for three full days!

You can register online now at www.nationalbraille.org

We hope to see you there!



“Exploring All Options”

December 11—14, 2013

New Orleans, Louisiana

Outstanding sessions from new and seasoned presenters promise to provide attendees with updated, practical, and current educational content for professionals serving those who are blind and visually impaired.

To register go to <http://aerbvi.org/O&M2013/>

AER International Conference 2014: A Towering Event

The AER International Conference 2014 in San Antonio, Texas, will have so much to offer in addition to the fantastic programming that you always find at an AER International Conference.

Make sure the dates of **July 30-August 3** are on next year’s summer calendar for the AER International Conference 2014 and our 30th Anniversary. Remember that professional growth through knowledge, networking, and fun are sure bets for the conference. Keep checking the AER national website for more details!



AER Virginia Invites You to Attend Math Webinars!

Register Now for Two Special Webinars on Teaching Math to Students with Visual Impairments! The AER Virginia Chapter has arranged for **Susan Osterhaus**, Statewide Mathematics Consultant at Texas School for the Blind and Visually Impaired to conduct two sets of Webinars.

Register today and mark your calendar for these two dynamic sessions:

Susan’s Favorite (Low-Tech Math) Things, Part I

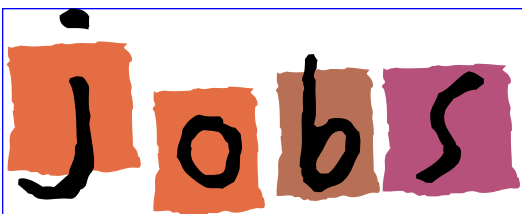
September 18, 2013 from 4-5 pm eastern

Susan’s Favorite (High-Tech Math) Things, Part II

October 23, 2013 from 4-5 pm eastern

Though the focus is on math tools and techniques for students who are blind and visually impaired, Susan’s knowledge and strategies for grades pre-K – 12 are applicable to other academic disciplines, special educators, administrators, post-secondary institutions, and service coordinators for students with disabilities. The cost for each live Webinar is \$15 for AER members and \$25 for non-members. Once registered, you will be provided with the link to sign-in for the Webinar(s).

The AER Virginia Chapter will provide professional development certificates to all individuals who register for and participate in the webinar(s). Feel free to share this information with anyone you believe would benefit from this exciting educational opportunity! For additional information please visit: <http://virginia.aerbvi.org/>.



IMPORTANT! We have JOB OPENINGS!!

Please be proactive with anticipated vacancies for this school year or the one starting in fall 2013. Please keep in touch with Tanni about your job openings. If you know of an anticipated opening in your part of the state, please begin working to recruit someone into our field by ensuring he or she has an opportunity to learn about being a TVI and/or an Orientation and Mobility Specialist. This may be a paraeducator, a brailist, and/or a colleague already in the teaching profession. Please work with Dr. Paula Conroy to learn more about the UNC distance education / graduate program to prepare TVIs and O&M Specialists in Colorado!

TVI = teacher certified in the area of visual impairment
COMS = certified orientation and mobility specialist

Southern Region Jobs

- ✓ **COMS** (1 FTE): Colorado School for the Deaf and Blind is actively recruiting and accepting applications for the 2013-14 school year. Apply online at: www.csdb.org. For exact details contact Chelle Lutz at clutz@csdb.org or (719) 578-2114.

Statewide

- ✓ **TVI/COMS** (hourly contract work): Colorado Virtual Academy position. Flexible to your schedule. Contact Stacy Altman at 720-379-3985 or saltman@covcs.org

Western Region Jobs

- ✓ **TVI/COMS** (1 FTE) for San Juan BOCES. Please contact HR Director Paula Sublett at (970) 247-3261 x 203 or psublett@sjboces.org.
- ✓ **TVI/COMS** (part-time/sub): For the 2013-14 school year in Mountain BOCES. Please contact Joy Yudnich at 719.486.2603 or joyy@mtnboces.org for more information.
- ✓ **TVI/COMS** position open for NW BOCES and Moffat School District. Please contact Robin Tschider (NW BOCES) at rtschider@nwboces.org or (970) 879-0391 or Renae Dove (Moffat SD) at renae.dove@moffatsd.org or (970) 826-4249

TVIs and COMSs—If you are getting ready to retire, please do not let your CDE teaching and support services licenses expire, as you are in a great position to keep contributing in the future with part-time or sub work. Please keep in touch with Tanni, if you are interested in this type of work after your retirement!

CIMC SCOOP



Introduction to the Colorado Instructional Materials Center (CIMC): Housed on the campus of the Colorado School for the Deaf and the Blind (CSDB), the Colorado Instructional Materials Center (CIMC) provides braille and large print textbooks and novels, as well as instructional products, to teachers of students with visual impairments (TVIs) licensed by the Colorado Department of Education (CDE) for use by students who have been identified as "Visually Impaired, Including Blindness" in Colorado schools at less than college level. The CIMC is able to purchase books through federal funds provided by the CDE, Colorado administrative units (AUs), and the APH Federal Quota Program.

What can the CIMC provide?

- Registered students may access one (1) copy each of specific textbooks or novels needed in braille or large print formats.
- Registered students may access one (1) copy of an available e-book textbook or novel in electronic large print format for access on a tablet computer.
- Students with IEPs identifying a need for braille instruction or materials may have access to one (1) Perkins braille.
- Adapted educational materials and instructional products specifically designed for use by persons who are blind/visually impaired by the American Printing House for the Blind (APH).
- Access to a professional lending library of books and videos.

Although the CIMC strives to provide as many textbooks and instructional products as possible, it is not intended to be the sole source for the provision of all educational materials needed by students who are visually impaired. The CIMC's role is to help supplement the needs of Colorado students since AUs have the ultimate responsibility for providing services and materials to students.

What are your responsibilities?

The CIMC maintains the statewide registration of students identified as visually impaired for the CDE, as reported by TVIs in the state.

- It is the responsibility of school district TVIs to register **all** students who are receiving TVI services, including students with visual impairments on 504 plans. An assessment fee of \$250 per registered student with an active IEP is invoiced annually at the start of each fiscal year as agreed upon by Directors of Special Education in the state.

On behalf of CDE, the CIMC also manages the annual Federal Quota Census. As outlined in Congress' "Act to Promote the Education of the Blind" annual count of students who are legally blind generates funds used to maintain a CIMC repository of adapted educational materials manufactured by the APH.

- It is the responsibility of school district TVIs to determine which students meet the definition of blindness for inclusion in the Federal Quota Census.
- It is the responsibility of school district TVIs to provide supporting documentation for students they have determined to meet the definition of blindness for inclusion in the Census.
- CIMC staff are responsible for the data entry of student information into the Student Registration System (SRS) database of the Federal Quota.
- TVIs may access the CIMC repository of APH products for use by students after eligibility has been confirmed.
- APH products for non-eligible students may be purchased by the AU from APH: <http://shop.aph.org>.
- Request for products will be prioritized based on funding availability.
- The CIMC reserves the right to ask for additional clarifying information if an order seems developmentally inappropriate or excessive. This may result in the modification of orders.
- See the Calendar of Events for important dates related to the Federal Quota and statewide census.



Calendar of Events

2013 2013 2013 2013 2013 2013 2013 2013 2013 2013 2013

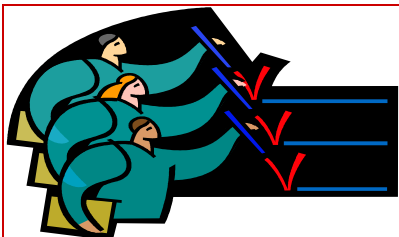
| | |
|-----------------|---|
| September 10 | Southern Region TVI Meeting —CSDB (12—2:30 p.m.) <u>Contact:</u> Jim Olson at jolson@csdb.org |
| September 13—14 | Colorado Center for the Blind 25th Anniversary Gala —Denver, CO <u>Visit:</u> http://coloradocenterfortheblind.org/ |
| September 17 | Preparing for the IEP Webinar (Noon—1 pm) <u>Visit:</u> http://www.peakparent.org/workshopsTrainings.asp |
| September 20—21 | Western Region Low Vision Clinic <u>Contact:</u> asims@mesa.k12.co.us or ssonnier@mesa.k12.co.us |
| September 24 | Content of the IEP Webinar from PEAK Parent Center <u>Visit:</u> http://www.peakparent.org/workshopsTrainings.asp |
| September 25 | Vision Coalition —Voc Rehab Office <u>Contact:</u> Tanni Anthony at Anthony_t@cde.state.co.us |
| September 27 | Southern Region Low Vision Clinic —CSDB <u>Contact:</u> Donice Fennimore at dfennimore@ppboces.org |
| October | National Braille Association Fall 2013 Conference —Colorado Springs, CO <u>Visit:</u> www.nationalbraille.org |
| October 1 | Implementation and Follow-Up of the IEP Webinar (Noon—1 pm) <u>Visit:</u> http://www.peakparent.org/workshopsTrainings.asp |
| October 4 | VIIB Database (Round 1) mailed from CIMC to AUs for updating |
| October 7—8 | 31st Annual Closing the Gap Preconference Workshops —Minneapolis, MN |
| October 9—11 | 31st Annual Closing the Gap Conference —Minneapolis, MN <u>Visit:</u> http://www.closingthegap.com/conference/ |
| October 8 | Southern Region TVI Meeting —CSDB (12—2:30 p.m.) <u>Contact:</u> Jim Olson at jolson@csdb.org |
| October 11 | Disability Awareness Month Celebration —Div. of Vocational Rehab, Denver <u>Contact:</u> RSVP to 303-866-2209 |
| October 17—20 | NFBCO 59th Annual State Convention —Colorado Springs, CO <u>Contact:</u> Scott LaBarre (303) 504-5979 or slabarre@labarreelaw.com |

More Calendar of Events

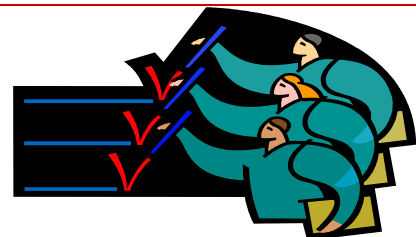
| 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 |
|---------------------------------------|--|------|------|------|------|------|------|------|------|------|
| October 24—26 | National Braille Assoc 2013 Professional Development Conference— CO Sprgs Visit: www.nationalbraille.org . | | | | | | | | | |
| November 4 | TVI/COMS Meeting/Tour at Children’s Hospital— Denver, CO (2:15—4:45 pm) Contact: Jeannie Lei (jlei@cherrycreekschools.org) cell: 720-441-9825 OR Mimi Schaper (mschaper2@cherrycreekschools.org) cell: 720-519-8026 | | | | | | | | | |
| November 8—9 | Northern Region Low Vision Clinic Contact: Elaine Karns (970) 231-2854 or Carol Love— love_carol@svvsd.org | | | | | | | | | |
| November 12 | Southern Region TVI Meeting— CSDB (12—2:30 p.m.) Contact: Jim Olson at jolson@csdb.org | | | | | | | | | |
| November 22 | VIIB Database (Round 1) due back to CIMC | | | | | | | | | |
| November 22 | Southern Region Low Vision Clinic— Alamosa Contact: Kathy Gallina— kgallina@email.com | | | | | | | | | |
| December 4—7 | 2013 Getting In Touch With Literacy Conference— Providence, RI Visit: www.gettingintouchwithliteracy.org | | | | | | | | | |
| December 10 | Southern Region TVI Meeting— CSDB (12—2:30 p.m.) Contact: Jim Olson at jolson@csdb.org | | | | | | | | | |
| December 11—14 | AER International All-Orientation & Mobility Conference— New Orleans, LA Visit: www.aerbvi.org | | | | | | | | | |
| 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 |
| January 3, 2014 January 6, 2014 | VIIB Database (Round 2) mailed from CIMC to AUs in prep for Count Day *CDE statewide VIIB DB count day & *Federal Quota Count Day** AUs to collaborate with district Registrar’s office and SpEd Directors to compare student enrollment on 1/6/14 count date with information from Round 2 database. | | | | | | | | | |
| January 6—February 7 | State Testing: ACCESS ELLS Grades K—12/ Reading, Writing, Speaking, Listening | | | | | | | | | |
| January 14 | Southern Region TVI Meeting— CSDB (12—2:30 p.m.) Contact: Jim Olson at jolson@csdb.org | | | | | | | | | |
| January 31 | VIIB Database (Round 2) due back to the CIMC | | | | | | | | | |
| February 5—March 14 February 10—21 | State Testing: CoAlt Reading, Writing, and Mathematics— Grades 3—10 Early Window TCAP State Testing: Reading and Lectura— Grade 3 | | | | | | | | | |
| February 11 | Southern Region TVI Meeting— CSDB (12—2:30 p.m.) Contact: Jim Olson at jolson@csdb.org | | | | | | | | | |
| February 24—March 7 | State Testing TCAP Reading and Lectura— Grade 3 | | | | | | | | | |
| February 27—28, March 1 | Metro Region Low Vision Clinic Contact: Amber Rundle Kahn— amber_rundle@englewood.k12.co.us | | | | | | | | | |

More Calendar of Events

| 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 |
|--------------------------|---|------|------|------|------|------|------|------|------|------|
| March 3—March 21 | Early Window TCAP State Testing (May be extended to March 28 for Grades 3—10 if Spring Break is included in school calendar) Grade 3—Writing and Escritura Grade 4—10 Reading and Writing Grade 4—Lectura and Escritura Grade 3—10 Mathematics | | | | | | | | | |
| March 10—April 11 | State Testing TCAP (It is strongly suggested districts finish by March 28 to provide separation between TCAP & new science and social studies assessments) Grade 3—Writing and Escritura Grade 4—10 Reading and Writing Grade 4—Lectura and Escritura Grade 3—10 Mathematics | | | | | | | | | |
| March 11 | Southern Region TVI Meeting —CSDB (12—2:30 p.m.) <u>Contact:</u> Jim Olson at jolson@csdb.org | | | | | | | | | |
| April 1 | CIMC to mail SpEd Directors —Updated VIIB DB information; CIMC Policy/ Procedure changes for 2014-15; estimate of student assessment fees for 7/1/14 invoice based on 1/6/14 count | | | | | | | | | |
| April 8 | Southern Region TVI Meeting —CSDB (12—2:30 p.m.) <u>Contact:</u> Jim Olson at jolson@csdb.org | | | | | | | | | |
| April 11 | Southern Region Low Vision Clinic —CSDB <u>Contact:</u> Donice Fennimore at dfennimore@ppbooces.org | | | | | | | | | |
| April 14—May 2 | CO Summative Assessment Testing (May be lengthened pending results of technology readiness tool) Grade 12 Science & Social Studies TBD, Fall 2014 Grades 5 and 8—Science AND Grades 4 and 7—Social Studies | | | | | | | | | |
| April 14—May 2 | CoAlt State Testing (Note: Grade 12 Science & Social Studies TBD, Fall 2014) Grades 5 & 8— Science AND Grades 4 & 7—Social Studies | | | | | | | | | |
| April 23 | Colorado ACT Initial Testing —Grade 11 | | | | | | | | | |
| May 1 | Due date for textbook orders for the 2014-2015 school year to CIMC | | | | | | | | | |
| May 7 | Colorado ACT Makeup Testing —Grade 11 | | | | | | | | | |
| May 13 | Southern Region TVI Meeting —CSDB (12—2:30 p.m.) <u>Contact:</u> Jim Olson at jolson@csdb.org | | | | | | | | | |
| June 15 | CIMC due date for tech equip/textbooks *Districts billed for unreturned items | | | | | | | | | |
| July | CIMC to begin invoicing AUs for equipment /books not returned in complete, usable condition (includes missing/damaged volumes) | | | | | | | | | |
| July 1 | CIMC to mail invoices to SpEd Directors for student assessment fees based on 1/6/14 enrollment of students identified as VIIB | | | | | | | | | |
| July 30-Aug 3 | AER International Conference – San Antonio, TX <u>Visit:</u> www.aerbvi.org | | | | | | | | | |
| September 1 | Due date for AUs to submit payment of CIMC invoices to CSDB | | | | | | | | | |



CHECK IT OUT!



October is Disability Awareness Month

We would like to invite you to a fun filled day of activities to help you see the world differently!

- ◆ Join us for free food and drinks
- ◆ Enter a drawing for your chance to win an awesome prize



What: Disability Awareness

When: October 11th, 2013 10 a.m. – 2 p.m.

Where: Division of Vocational Rehabilitation, 2211 W. Evans Bldg A, Denver CO 80223

Why: To meet you and give you a tour of our center so that you can learn how we serve the community.

We would like to know if you plan on joining for a few minutes or few hours, so please R.S.V.P to 303-866-2209 and leave a message. See you on the 11th!!!

APH Quick Tips

Check out APH Quick Tips at <http://www.aph.org/quick-tips/index.html> —short, weekly video suggestions about all things APH! Discover hints on how to make tactile graphics, how to submit feedback on an APH product, how to keep your US Puzzle Map pieces together, how to incorporate the new Paint Pot Palette into a classroom curriculum—and more! If YOU have an idea for APH Quick Tips, send it to Kerry Isham at kisham@aph.org. We may use your tip, and we'll give you credit!

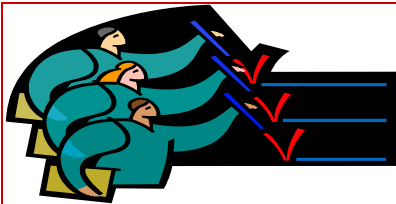
APH Libraries Participate in Open Library Project

The American Printing House for the Blind (APH) now has expanded access to the APH Libraries. More than 1,600 items from the APH Libraries collections, including APH and public domain materials, already have been made available in a variety of full text formats thanks to an ongoing digitization project with LYRASIS and the Internet Archive. We are now expanding our digitization efforts to include the protected DAISY format available through Internet Archive's Open Library project.

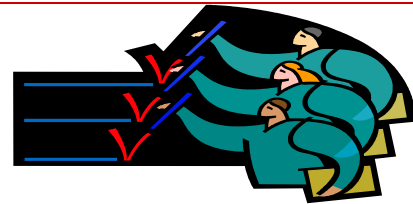
Books in the protected DAISY format can only be read on compatible reading devices, such as the Book Port DT, with an encryption key from the Library of Congress' National Library Service for the Blind and Physically Handicapped (NLS). This allows us to provide copyrighted material from the Libraries to NLS patrons.

To locate the expanding offerings of digitized items, visit <http://migel.aph.org> and type in the phrase "full text." Click on the full text link in the record, and you will be taken directly to the Internet Archive page where you can access the material in a variety of formats, access the Open Library page where you can download the encrypted DAISY book, or select other full text resources.

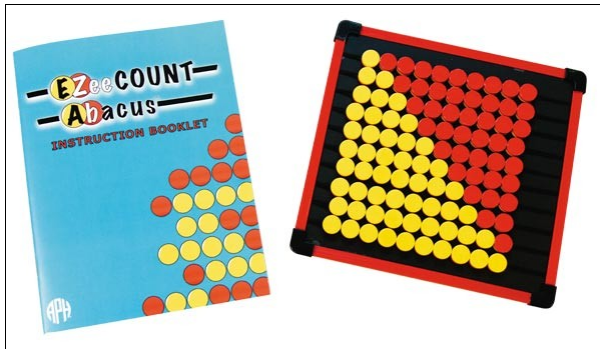
You also can access the entire contents of Open Library directly via APH's implementation of DAISY Online. For more information about DAISY Online, visit http://tech.aph.org/bpdt_online.htm. For more information on the APH Libraries and our digitization efforts, contact library@aph.org or resource@aph.org



CHECK IT OUT!



Using APH Products to Teach the Common Core State Standards



The American Printing House for the Blind (APH) is pleased to announce the development of a new Common Core State Standards website. Staff, consultants, and TVIs from Alabama, Colorado (thank to Jim Olson!), Indiana, Kentucky, Maryland, and Missouri have aligned APH math products to the CCSS for grades K-6. Product alignment for 7th grade and above will be added soon. The site also has links to the Common Core State Standards, the Maryland Common Core State Curriculum Framework for Braille, the five Assessment Consortia, as well as

links to webinars on implementing the CCSS and other free resources.

Visit the new website at: <http://www.aph.org/ccss/>.



The Unforgettable APH Star Contest ROCKS!



Do you *dig* American Printing House for the Blind (APH) products? Are you looking to *unearth* some spending cash? If you answered “yes” to these questions, then we have a project for you! APH is now accepting entries for our Summer 2013 Unforgettable APH Star Contest! Anyone can enter to win cash prizes of up to \$150! So, *brush the dust off* of your camcorder, capture a 5-minute APH product video and send it our way! It could make you an instant

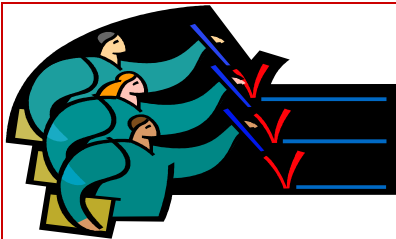
APH Star! For all the *dirt* on the Unforgettable APH Star Contest and to see our new contest promo, go to: www.aph.org/contest.

Entries must be received by **September 17, 2013**.

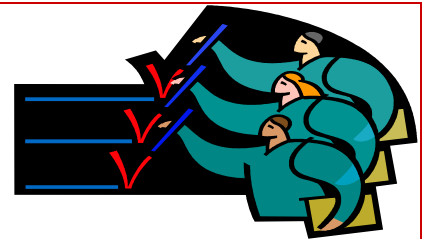
CDE Online Resources

CDE’s [Educator Effectiveness Webpage](http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals) has up to date information on the new evaluation system in Colorado. The link below brings you directly to the specialized service provider webpage. The link is: <http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals>. On the left hand side of the page you will see under “options” a tab to subscribe to the e-newsletter. If you choose to subscribe you will receive emails with update information as it occurs from the Educator Effectiveness team.

CDE’s [Facebook](https://www.facebook.com/codepted) page is an opportunity to engage with others and share information, news, questions, suggestions and conversation around education. It will also include pictures from events and opportunities to share stories about educators who are making a difference in their community. For more information, please go to: <https://www.facebook.com/codepted>



CHECK IT OUT!



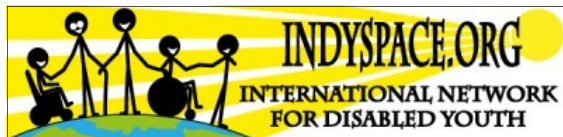
Perkins Training & Educational Resources
Program Presents

Developing Social Skills in Children Who Are Blind or Visually Impaired with Sharon Sacks

Dr. Sharon Sacks is widely known for her work in this area and this webcast provides an overview of the importance of including social skills instruction when teaching children who are blind or visually impaired. Dr. Sacks talks about how social skills naturally develop in children who are sighted through observation and incidental learning and the necessity of teaching these skills to children who are blind or visually impaired who do not acquire these skills incidentally.

She describes the social interactions that begin at home and then demonstrates how the child's social circles gradually widen as they get older. Finally, Dr. Sacks discusses the important role these skills play in a student's success in the community and workplace.

Go to: <http://www.perkins.org/resources/webcasts>



Global Network for Youth with Disabilities

INDY (International Network for Disabled Youth) is an internet-based global network for young people with a disability, aged 16-30, to network, skill share, and knowledge share, created through an Oxfam International Youth Programme (OIYP) project. The aim of the project is to set up an internet-based forum/network where young people with disabilities can share and discuss the issues affecting them and their experiences of being disabled in their respective countries.

Website: www.indyspace.org



Blog Site

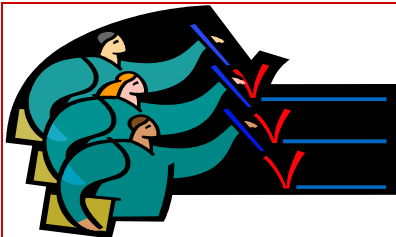
the independent little bee ...

a little something for children with vision impairments and their families

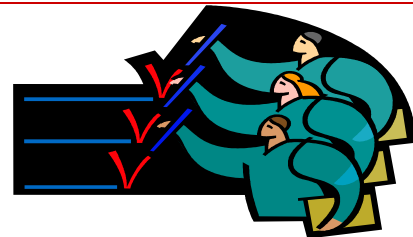


Robin Keating Clark, Vision Rehabilitation Therapist (VRT) in Southington, Connecticut has started this blog focusing on the Expanded Core Curriculum (ECC) for children with vision impairments.

The ECC is a disability specific curriculum and is a vital part to the education of children with vision impairments. It covers areas outside the general core curriculum such as recreation, mobility, activities of daily living, etc. Parents and families will find this a valuable resource for information and tips to help their child with vision impairment incorporate the ECC into daily routines. To check the site out, go to: <http://www.adifferentkindofvision.blogspot.com/>



CHECK IT OUT!



Assistive Technology Partners

UNIVERSITY OF COLORADO DENVER | ANSCHUTZ MEDICAL CAMPUS

Empower Student Success with the iPad: Real World Examples

Presented by Jim Sandstrum, MA, CCC-SLP

Monday, October 7, 2013

8:30 am - 4:30 pm

Hosted at Anschutz Medical Campus

With Distance Locations in Colorado Springs and Grand Junction

This full-day workshop will focus on implementing the iPad to support students' needs in literacy, math and general school skills. The workshop will begin with an introduction and overview covering the configuration of the iPad for optimal use including integration with other technologies such as the cloud, LCD projectors and smart boards. This will be followed by an introduction to apps and accessories commonly used to support reading, writing, math, organization and note taking.

Intended audience: General and Special Education Teachers, Speech Language Pathologists, Occupational Therapists, Assistive Technology Professionals, K-12 Administrators, Paraprofessionals, Parent and Caregivers.

Please come prepared to discuss your particular interest and needs; and by all means bring an iPad and any accessories you may have!

To register, apply online or download the registration form from our website:

<http://www.ucdenver.edu/academics/colleges/medicalschool/programs/atp/Events/Pages/UpcomingEvents.aspx>

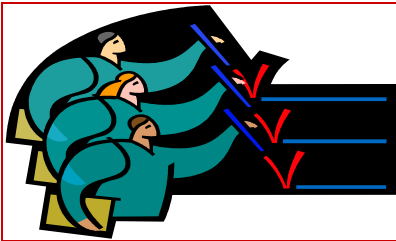
Colorado Center for the Blind: Celebrating 25 Years! September 13-14, 2013



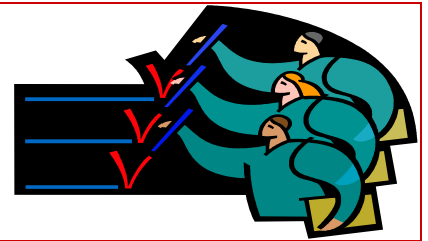
Join us to honor our alumni and the difference that the Colorado Center for the Blind has made for blind people in the past quarter of a century.

Renaissance Denver Hotel
3801 Quebec Street,
Denver, Colorado 80207

Reservations: 1-800-468-3571 Room rate: \$109/night
Room block name: Colorado Center for the Blind Gala



CHECK IT OUT!



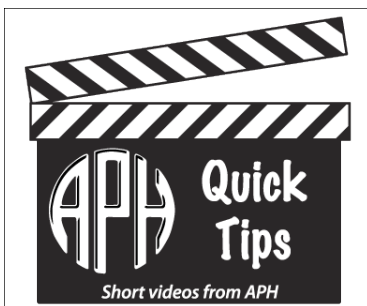
MAKING A DIFFERENCE, CHANGING LIVES! THE NATIONAL FEDERATION OF THE BLIND OF COLORADO 59th ANNUAL STATE CONVENTION *October 17, 18, 19, and 20*

The 59th Annual State Convention will kick off Thursday October 17 in beautiful Colorado Springs, CO. The fun will continue all weekend long with informative presentations, seminars, and much more! Join the largest gathering of blind men and women in Colorado to make a difference in the lives of the blind across the state!

THE NFBCO CONVENTION HOTEL: Colorado Springs Marriott, 5580 Tech Center Drive, Colorado Springs, CO.

FOR MORE CONVENTION INFORMATION CONTACT:

Scott C. LaBarre, President,
Phone: (303) 504-5979
slabarre@labarrelaw.com



Lights, Camera, APH Quick Tips!

The American Printing House for the Blind (APH) is initiating a new feature: APH Quick Tips! These will be video snippets of tips about all things APH. From tactile graphics to museum happenings to APH history to departmental and product factoids, it will all be here! APH Quick Tips videos will feature staff members and other "movie stars!" Click it out at: www.aph.org/quick-tips

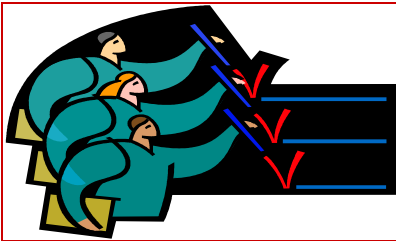
Attention Accessible **Scholastic News®** Readers APH Needs Your Help!



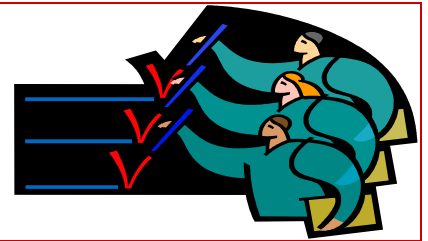
The American Printing House for the Blind (APH) is collaborating on a public relations effort with Scholastic Classroom Magazine in New York. They are looking for a teacher and/or a student who will be willing to give a "testimonial" about having access to the large print or braille **Scholastic News®** magazines in their classrooms.

<http://www.aph.org/development/scholastic-news-subscriptions/index.html>

Please contact Roberta Williams, rwilliams@aph.org or 502-899-2357. This "human interest" piece will be pitched to national media in hopes that a print or electronic media outlet will run the story. Please help them identify someone willing to share their story.



CHECK IT OUT!



ALLIANCE
National Parent Technical
Assistance Center

Newsline

www.parentcenternetwork.org/national/

The ALLIANCE National Parent Technical Assistance Center (NPTAC) provides **Parent Centers**, Parent Training and Information Centers and Community Parent Resource Centers with technical assistance, up-to-date information, and high quality resources and materials. A major goal of the ALLIANCE NPTAC is to promote systems change and encourage parent-professional partnerships to improve results for children with disabilities ages 0 -26 in rural, urban and suburban areas and from underrepresented and underserved populations.

Among the technical assistance services which NPTAC provides is their online newsletter *Alliance TA Newsline*, which is written and disseminated monthly and includes Parent Center updates, announcements and news, featured resources, technology information and nonprofit management information. To subscribe to this innovative resource, go to:

<http://www.parentcenternetwork.org/assets/newsline/current.php>



Reminder to Print Your Educator License Online

As of January 1, 2013, CDE's Educator Licensing Office no longer prints and mails paper copies of educator licenses, endorsements, credentials or authorizations. These documents are available online and can be printed by the licensee. This new process allows licenses to become available much quicker; cutting three weeks of print time. Teachers/educators receive instant verification and licenses will be easier to keep track of for people.

For more information, visit: http://www.cde.state.co.us/cdeprof/Printing_faqs.htm

CDE Education Effectiveness Team E-Newsletter

The CDE Educator Effectiveness team supports districts and BOCES with guidelines, trainings and resources for implementing the educator effectiveness law (Senate Bill 10-191). The team's ultimate goal is to support educators as they continually improve their impact on student learning. Make sure to sign up for the educator effectiveness e-newsletter to receive updates when new resources are released: <http://bit.ly/UAzTj0>

Welcome!

New Faces in Colorado



Andrea Creedon is the new teacher of the Early Education Center Blind Preschool Program at CSDB. She finished her undergraduate degree at the University of Colorado, Colorado Springs and was hired 2 weeks before she graduated to become a 4th grade teacher in Widefield. Andrea was immersed into the Reading First Program, PBIS, identifying priority standards, determining performance measures, collaborating, implementing, assessing, differentiating to enrich or intervene, giving effective feedback, and communicating with parents, administrators and the community. She was also given the opportunity to teaching for D3-My Way and Credit Recovery which is online high school classes for students who learn better at a distance or who need to recover their grade. Outside of teaching, Andrea has a passion for running so she become the Widefield High School Assistant Varsity Track and Varsity Cross County Coach. She is working on a MA in Early Childhood Special Education and will start a second masters to be a Teacher of the Visually Impaired (TVI) in the fall. Andrea shares, "I love what I do and, if I am anything like my mom (a 30 year special education teacher in Massachusetts), I will continue to go to school everyday and never call it work!"

Tara Mason is a Ph.D. Candidate in Special Education at Texas Tech University specializing in visual impairment and assistive technology. She serves as a university supervisor of TVI Candidates in several states for TTU, as a teaching assistant for graduate level courses, and as a researcher on projects related to visual impairment. She previously worked as a TVI at the Texas School for the Blind and Visually Impaired for several years. She is a certified special education teacher and for students who are English Language Learners. Tara is the founder and lead consultant for **New Tech for Ed**, an assistive technology consulting company facilitating professional development and program evaluation of technology programs for students who have multiple impairments (www.newtechfored.com). She is also a mom of two children, Levi (5) and Stella (3), and the family enjoys hiking, riding their bikes, and enjoying great food with family and friends. Tara is new to Colorado and will be our featured speaker at an iPad training in January 2014!

Maggie Tutt is a new TVI in Adams 12! For the last 7 years of her teaching career, she worked in several districts in the south suburbs of Chicago. She has worked as a TVI itinerant, as well as a classroom teacher for students with visual impairments. Maggie enjoys spending time with her family and friends doing anything from trying out new restaurants to spending the day hiking. She moved to Colorado from Illinois in July and is looking forward to continuing her career as a TVI with the Adams 12 School District.

Tiffany Sanlin is a new face at CSDB. She is working part-time as a Technology Specialist and part-time with middle / high school students. She will pursue her TVI coursework starting in the spring. She shares that she has 3 amazing children, Kane, Abigail and Devon. Tiffany is originally from CO, but has spent most of her teaching career in Kansas. She has 9 ½ years teaching experience under her belt in positions ranging from Marketing (DECA/OJT) to special education to Adult Literacy to Computer Technology, and to ½ year of teaching ELD Math.

Jessica Hank just moved to Colorado from Homewood, Illinois to begin her first year teaching as a TVI with Jefferson County School District. She graduated from Illinois State University with a bachelor's degree specializing in Low Vision and Blindness. Jessica is very eager to explore the area, hiking, camping and wanting to begin a master's program to become more involved in the field.

Welcome!

New Faces in Colorado



Rebecca Warnell is back in action as a TVI and COMS in Aurora School District. She received her masters in TVI and O&M from the UNC in November 1981. She worked in APS and Denver Public Schools as a TVI from 1981-1988 and was the Supervisor of O&M Program for the Westchester Lighthouse for the Blind from 1988 - 1989. Rebecca returned to Colorado and was an itinerant TVI for Aurora Public Schools until August 1992. She then taught 5th grade for four years and 8th grade Social Studies for 15 years. She was the Dean of Students at Aurora Quest K-8 for two years and now is once again a TVI in APS. We are so glad she is back with our profession!

Meghan Crosby and is the new TVI for Montrose County on the Western Slope. She is a recent graduate from UNC and shares that she is excited to begin her journey as a TVI and is looking forward to meeting everyone.

Erin Keller is a new TVI in Adams 12. She has been teaching students with visual impairments how awesome science is for the last four years in Tucson, Arizona. She completed both her Ecology and Evolutionary Biology, and her Teacher of the Visually Impaired degree at the University of Arizona. While teaching science, Erin and a coworker started an outdoor education program specific to students with visual impairments and were able to take groups of high school and middle school students camping, hiking, and kayaking in various locations throughout the state of Arizona. She has recently relocated to the Denver area to and is very excited to switch to an itinerant teaching role. Erin notes that she is also thrilled at all the outdoor opportunities that Colorado has to offer since she loves to do outdoor activities such as hiking, swimming, camping, and fishing.

Charlotte Javier is not new to Colorado, but is now teaching in Jefferson County School District. She started her career as a Teacher of the Visually Impaired / Certified Orientation & Mobility Specialist in the Thompson School District (Loveland) for 7 years. She then took a couple of years off to be a stay at home mom. Charlotte worked the next 14 years at Anchor Center for Blind Children. She is excited to be back in the school district. She is a JeffCo resident, parent and now employee! Outside work you can find her with family, hiking, cooking and crafting.

Christina Martin is the new TVI for Adams 12 Five Star School District in Thornton, Colorado. She moved to Colorado from Columbia, Missouri. For the last two years she has worked as a braille transcriptionist for the Columbia Public School District. Christina received a bachelor's of science in elementary education from Eastern Illinois University in Charleston, Illinois. She held various teaching jobs while in Illinois, including a long-term subbing position for a teacher of the visually impaired. This long-term subbing position inspired her to seek a degree and position working with students with visual impairments. She will receive a master's degree in special education with an emphasis in visual impairments from Missouri State University in the fall of 2013. She moved to the Fort Collins area because her husband accepted an assistant professor position at Colorado State University.

Editor's Note: There are other new TVIs / COMS / VI paraeducators / braillists in Colorado. If you are one of them or know one, please work with Tanni to submit a short bio for the next newsletter so all new personnel can be introduced properly!

Who Ya Gonna Call? SCHOOL YEAR 2013-114



Tanni Anthony at (303) 866-6681 or antony_t@cde.state.co.us

- Braille Competency Testing/Braille Certification Renewal
- CDE web pages on Blindness/Low Vision, Deafblindness, and O&M
- CDE Initiatives specific to Standards, Literacy/ Read Act, MTSS, Teacher Effectiveness
- CDE TVI and COMS listserv
- CO Services for Children and Youth w/ Combined Vision & Hearing Loss Project
- TCAP, CoAlt, State Online, and CELA Assessments (accessibility)
- Eligibility of Learners who with Visual Impairment, Including Blindness or Deaf-Blindness
- IEPs, Learning Media Assessments and LMA Plans, instructional Accommodations
- Job Clearinghouse – TVI and O&M Specialist positions within Colorado
- Licensure and Highly Qualified Status of TVIs and COMSs
- NIMAS and NIMAC procedures within Colorado
- Policy / Guidance documents pertaining to learners with BVI and/or DB
- State Conference on Visual Impairment / Annual O&M Conference
- *Keeping in Touch* newsletter
- Vision Coalition

Alice Applebaum at (303) 337-9732 or aapplebaum@anchorcenter.org

- Anchor Center for Blind Children

Teresa Barone at (970) 613-5564 or teresa.barone@thompsonschoools.org

- Northern Region TVI Meetings

Brent Batron at (303) 778-1130 x222 or bbatron@cocenter.org

- Colorado Center for the Blind Youth Programs

Dinah Beams at (720) 413-7567 or dbeams@comcast.net

- CSDB CO Home Intervention Program (specific to 0-3 children who are DHH and Deafblind)

Paula Conroy at (970) 351-1651 or paula.conroy@unco.edu

- UNC's Teacher Training Program on Visual Impairment
- UNC Representative at Vision Coalition meetings

Diane Covington at (719) 578-2225 or dcovington@csdb.org

- Braille Challenge
- CSDB Career Day
- Snow Shoe Weekend

Mark Davis at (866) 860-0972 or info@forseightskiguide.org

- Foresight Ski Guides

Julie Deden at (303) 778-1130 or jdeden@cocenter.org

- Colorado Center for the Blind

David Dawson at (303) 786-7777 x 101 or ainc@aincolorao.org

- Audio Information Network of Colorado

LaVerne Dell at (303) 866-3562 or Laverne.DELL@state.co.us

- Colorado Rehabilitation Services representative at Vision Coalition meetings



Laura Douglas at (719) 578-2110 or ldouglas@csdb.org

- CSDB Outreach Services (DHH and BVI) - Close-Up
- BVI Adult Role Model Team
- Regional Student Activity Mini-Grants
- Touch Museum



Kay Ferrell at (970) 302-1995 or kay.ferrell@unco.edu

- National Center on Severe and Sensory Disabilities (housed at UNC)

Barb Galgano at (303) 349-7661 or bgalgano@cherrycreekschools.org

- CAER representative on Vision Coalition

Debbie Haberkorn at (719) 578-2120 or dhaberkorn@csdb.org

- Low Vision Clinic Coordinator

Lucia Hasty at (719) 339-2935 or Lucia@TactileGraphics.org

- Colorado Braille Test Proctor and Renewal Modules Proctor

Karin Hensel at (720) 917-7661 or khensel@csdb.org

- Metro area student activities for students who are blind/visually impaired

Carol Hilty at (719) 578-2102 or chilty@csdb.org

- CSDB Intern Placement

Amber Rundle Kahn at (303) 525-7832 or amber_rundle@englewood.k12.co.us

- Site Coordinator of the Metro Low Vision Evaluation Clinic

Nancy Cozart at (303) 734-3090 or NCozart@lps.k12.co.us

- Metro TVI/COMS representative at Vision Coalition meetings
- State Reviewer of TCAP Braille Format

Elaine Karns at (970-231-1854 or elk@psdschools.org

- Site Co-Coordinator of Northern Low Vision Evaluation Clinic
- Northern TVI Region Representative at Vision Coalition Meetings



Donna Keale at (719) 578-2251 or dkeale@csdb.org

- CSDB Summer Enrichment Program
- Sports Camp

Jeannie Lei at (720) 810-1363 or jlei@cherrycreekschools.org

- Metro TVI Regional Meetings

Jennifer Langley at (719) 578-2201 or jlangley@csdb.org

- Principal, School for the Blind, CSDB
- CSDB's Library
- Representative of School for the Blind at CSDB on Vision Coalition

Debbie Macleod at (303) 727-9277 or Macleod_d@cde.state.co.us

- Colorado Talking Book Library

Mindy Doyle McCall at (303) 337-9732 or mindy@anchorcenter.org

- Program Coordinator of the Anchor Center for Blind Children

Judy Mumford at (719) 719 234-1360 or judy.mumford@asd20.org
- Southern TVI/COMS Region Representative at Vision Coalition Meetings

Terri Noland at (325) 260-3911 or tnoland@LearningAlly.org
- Learning Ally (formerly Recording for the Blind & Dyslexic) – authorized CO NIMAS file user

Jim Olson at (719) 578-2195 or jolson@csdb.org
- CIMC Braille Book Orders and APH Loan Materials—authorized CO NIMAS file user
- CIMC Braillist Scholarships
- Annual CIMC registration of Colorado students who are blind/visually impaired
- Braille Transcribers Mentoring Project
- Southern Region TVI Meeting Coordinator

Gina Quintana at (303) 866-6605 or quintana_g@cde.state.co.us
- Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project

Mimi Schaper at (720) 519-8026 or mschaper2@cherrycreekschools.org
- Metro TVI Regional Meetings

Brenda Shepard at (303) 995 7913 or Brendashep@comcast.net
- Colorado Braille Test Proctor and Renewal Modules Proctor

Angela Sims at (970) 254-5414 or sims@mesa.k12.co.us
- Site Coordinator for Western Region Low Vision Evaluation Clinic
- Western Slope TVI/COMS Representative at Vision Coalition meetings

Heather Solberg at (303) 505-2758 or Heather.solberg@va.gov
CO Chapter of AER President

Sarah Sonnier at (970) 254-5414 or ssonnier@mesa.k12.co.us
- Site Co-Coordinator for Western Region Low Vision Evaluation Clinic
- Colorado Braille Test Proctor and Renewal Modules Proctor
- State Reviewer of TCAP Braille Format

Laurie Taylor at (719) 578-2198 or ltaylor@csdb.org
- CSDB Family Literacy Packs

Jon Vigne at (719) 578-2177 or jvigne@csdb.org
- CSDB Director of Special Education
- Questions about CSDB and Enrollment

Julie Wetzstein at (303) 216-6124 or jwetzste@jeffco.k12.co.us
- Colorado Braille Test Proctor and Renewal Modules Proctor

Sarah Bickford Vallese at (303) 377-9732 (ext. 126) or sarah@anchorcenter.org
- Anchor Center for Blind Children representative at Vision Coalition meetings





colorado connections

High praise to **Carol Davidson** and **Peg Collins** for earning their CDE Renewal Certificates of Braille Competency! Congratulations to **Sherry Bainbridge**, **Kyle Berns**, and **Erin Kerr** for earning their CDE Certificate of Braille Competency! Thanks to mentors **Lucia Hasty**, **Brenda Shepard**, and **Julie Wetzstein** for proctor work!

USABA Executive Director Wins Award—Lucas AOA 2013 Distinguished Service Award recipient

Mark Lucas, executive director of USABA, is the 2013 recipient of the American Optometric Association (AOA) Distinguished Service Award. Mark was given the award at the AOA National Convention by the Vision Rehabilitation Section (VRS) on Friday, June 28 in San Diego, California.

The Distinguished Service Award is presented annually to a non-optometric colleague or organization for major contributions to the advancement of vision rehabilitation care and outstanding service and dedication to the visual welfare of the public and the field of low vision. "For the past 20 years with the United States Association of Blind Athletes, Lucas has been passionately committed and dedicated to enhancing and empowering the lives of people who are blind and visually impaired through sports, recreation and physical activities. As a Board and organization we are all extremely proud of Mark for receiving this award," said Dave Bushland, USABA Board President.

Not only has Lucas served at USABA for 20 years, but he also serves on the board for VisionServe Alliance, a membership organization that works to engage leaders in building a better world through services to people with vision loss. Prior to his time at USABA Lucas began his career at Junior Blind of America in Los Angeles, CA. Lucas has dedicated his working life to people who are blind and visually impaired and plans to spend many more years at USABA. Colorado is so proud of you, Mark!!

Karen Jamison, a TVI/ COMS in Jefferson County, will be joining her district's ATAT team full-time. We wish Karen all the best!

Colorado was well represented at the Western Region Early Intervention Conference, held in Jackson Hole, WY in June. TVIs in attendance included: **Tanni Anthony**, **Kerry Auld**, **Sherry Bainbridge**, **Lorraine Estrada**, **JC Greeley**, **Marci Reid**, **Lisa Roll Moore**, and **Sarah Bickford Vallese**. In addition there were several others from the Anchor Center (**Carol Puchalski**, **Linda Corssmit**, **Louanna Gerleman Alice Applebaum**, **Zoe Morgese**), CDE (**Gina Quintana**), and the CO Home Intervention Program at CSDB. Thank you to the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project who co-sponsored Dr. van Dijk and Millie Smith as WREIC presenters.

The following CO TVIs attended the 2013 Summer Institute on Deafblindness, which featured a five-day training: **Amy Gunning**, **Wendy Schlageter**, **Paula Conroy**, **Amber Rundle Kahn**, and **Tanni Anthony**.

The following CO TVIs attended a June training in Colorado with the great Dr. Jan van Dijk: **Mary Chambers**, **Tanni Anthony**, **Shelley Moats**, **Edie Smith**, **Tammy Bingham**, **Julie King**, **Christine Moe**, **Marty Rahn**, and **Wendy Stoltman**. A big thanks to **Gina Quintana** of the Colorado Services to Children and Youth with Combined Vision and Hearing Loss Project for organizing this important training!

We said farewell and best wishes to **Peg Brown (Clark) Monteith** who was our former State Special Education Director and Assistant Commissioner. Peg left in late July to return to WY with her new husband. Welcome to **Randy Boyer**, who is now in this position with the Exceptional Student Services Unit.



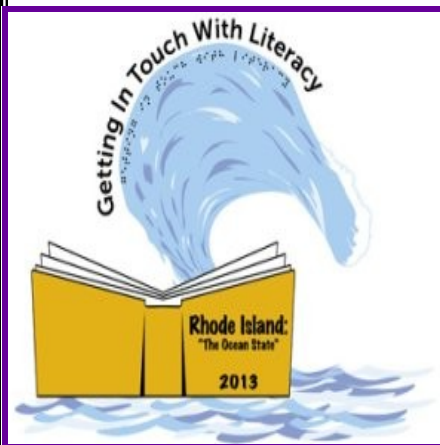
colorado connections

🔊 Hats off to **Kay Ferrell** who was a keynote speaker at the International Family Conference held in July 2013 in Newton, MA. Another hats off to **Kay** who was part of the *Building on Patterns* (BOP) writing group that met over the summer at American Printing House for the Blind. The group worked intensely on the next edition of BOP, which will begin with Pre-Kindergarten. Part of their study and work included a half-day workshop from Margo Waddell of the National Center for Family Literacy titled, "What Works for Early Language and Emergent Literacy Instruction." The group also spent half a day getting hands-on practice with the Unified English Braille Code, presented by Dr. Cay Holbrook, which will be taught in the BOP series

🔊 A big hats off to the **Colorado Center for the Blind!** Their Summer Confidence Camp for Kids was held in June and was a big success with twelve elementary aged students attending. They proudly used their canes in the building and outside to explore. The group went horseback riding, rock climbing and canoeing. They had time to build up their braille skills and loved making lunches. At the conclusion of their program they entertained everyone with comedy that had everyone rolling on the floor.

In addition over 30 students enrolled in three Summer Youth Programs: Middle School Initiation to Independence program, high school Earn and Learn program, and the college Summer for Success program. **Brent Batron**, Director of Youth Services, did a tremendous job setting up several activities to dispel this misconception. We want to thank Metro State University and Cary Supalo who is blind chemist and professor at Illinois University. The students used accessible instruments to measure various items in a chemistry lab. They also traveled to the University of Colorado in Boulder to learn about astrobionotics and robotics. Students also worked with Playtech technologies, and staff from the University of Colorado at Boulder to write a computer program. Other activities that students participated in include: photography, canoeing, white water rafting, goal ball, rock climbing, martial arts and roller skating.

Catch the Wave at GITWL 2013



The Getting In Touch With Literacy Conference will be celebrating its 20th anniversary at the 2013 Getting In Touch With Literacy conference on December 4—7, 2013 in Providence, Rhode Island.

This event, the premier literacy conference for individuals who are blind and visually impaired, will feature presentations, exhibits, poster sessions, pre-conference workshops and more, all designed to promote literacy skills for children and adults.

The conference has a tradition of outstanding presentations by practitioners in the field. More information about this important conference can be found on the Getting In Touch with

Literacy website, at www.gettingintouchwithliteracy.org

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